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ABSTRACT

These conference proceedings provide summaries of 66 presentations on various aspects of the High/Scope educational approach. In addition to summaries of special presentations on music and movement, topics addressed include: (1) observation/feedback strategies; (2) adult-child interaction; (3) songs in daily routines; (4) High/Scope for infants and toddlers; (5) workshop ideas for various grade levels; (5) outdoor play; (6) science in elementary education; (7) plan-do-review process; (8) proposal writing; (9) conflict resolution; (10) educator networking; (11) using children's observations in planning; (12) storytelling with persona dolls; (13) family and parent involvement; (14) working with challenging children; (15) various discussions of the Child Observation Record (COR), including computerized versions; (16) language arts; (17) art activities; (18) training parents to use the High/Scope approach at home; (19) active learning math workshops; (20) computer software to support content workshops; (21) children and philosophy; (22) supporting children's play; (23) super hero play; (24) recording objective observations; (25) communicating with families; (26) planning; (27) small-group activities; (28) problem solving; (29) transition strategies; (30) a national survey of Head Start staff; (31) writing IEP objectives from the High/Scope COR; (32) positive reinforcement; (33) special needs children; (34) emergent readers and writers; (35) training techniques; (36) High/Scope in Christian schools; (37) early childhood education around the world; (38) High/Scope Textbook Review and Adoption Panel; and (39) "big-books" and literacy skills. The publication also includes copies of High/Scope "Key Experiences," "Wheels of Learning," and a Narrative/Notes form. (LPP)

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1997
International
HIGH/SCOPE
REGISTRY CONFERENCE
PROCEEDINGS

MAY 7–MAY 10

YPSILANTI, MICHIGAN

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Preface

The High/Scope Educational Research Foundation initiated annual spring meetings on the High/Scope educational approach in 1972. These meetings brought together individuals who were interested in High/Scope's continuing research studies and evaluations, the impact of early childhood education on young children and their parents, and the High/Scope Curriculum. They provided a venue for learning about and discussing the social policy and educational implications of providing formal preschool education services to America's young children. They also provided child care providers, teachers, administrators, and teacher-trainers with new information about implementing the High/Scope educational approach. The annual meetings not only addressed teaching and training issues but also provided a recurring forum for consideration of the High/Scope educational approach in principle and practice.

Sixteen years later, in 1988, High/Scope expanded on this initial effort and adopted a new title for its annual conference, the International High/Scope Registry Conference. The new title signified a more formal relationship between High/Scope and the individuals to whom it provides training services. Since the inception of its Training of Teacher Trainer (TOT) program in 1982, High/Scope has emphasized the importance of consistency and adherence to basic principles in the implementation of the High/Scope educational approach. At the conclusion of their preparation, individuals who successfully complete High/Scope's TOTs are awarded certificates indicating that they are "Endorsed High/Scope Teacher-Trainers." In 1988 the Registry was established to formalize the endorsement process and to introduce a procedure for reendorsement. Reendorsement requires trainers to meet specific professional development criteria in order to maintain their status as active High/Scope teacher-trainers. With over 1,350 trainers in the United States and abroad, the intent of the new procedure was to provide trainers with a means for verifying the quality of their own skills and knowledge and a means of assuring organizations of the quality of their services.

Now, with nine years of experience with the reendorsement process, the International High/Scope Registry has begun an assessment of the efficacy of its endorsement and reendorsement procedures and of the structure of its courses and syllabus. Over the next year, the Registry will seek input from its trainers and others interested in the High/Scope educational approach both within the United States and abroad in order to continue to assure its vitality and quality and the benefits children and their families realize from it. This effort will be especially important in light of the prospect of High/Scope's trainers becoming local facilitators of High/Scope training delivered via the Internet and the World Wide Web.

This year marks two passings for High/Scope, one tragic and one sad but positive. Consultant-Trainer Becki Perrett fell ill with a virus and passed away in a matter of days leaving her husband Fred, son Fred Jr., and daughter Hailee Rose. All of us at High/Scope and those who knew her from her training and from her teaching in High/Scope's preschool share in her family's loss and grief.

Senior Consultant Sam Hannibal retired in March 1997. Sam served as a High/Scope teacher, trainer, and consultant since 1971. He was a mainstay and anchor in our teaching, training, and curriculum development efforts. Hundreds of children, parents, teachers, and trainers know him and value his knowledge and wisdom. Sam's gentleness and understanding with children and adults represent what all of us at High/Scope can only strive to emulate. Thank you, Sam.

Philip H. Hawkins, Director
Programs Division and
International High/Scope Registry

April 9, 1997
Ypsilanti, Michigan

Contents

(Arranged alphabetically by lead presenter)

Following this Table of Contents are copies of the High/Scope Key Experiences, Wheels of Learning, and Narrative/Notes Form.

Cathy Albro

Observation/Feedback as an Effective Strategy For Adult Growth 1

Just as we extend children's learning based on actual observations, adult learning is also best facilitated through observation. In this workshop you'll review some actual observation/feedback sessions and practice planning your own feedback based on a short observation. Teachers and administrators of programs that service all ages will benefit from this workshop.

Maizie Argondizza

Adult/Child Interaction for K-3 Teachers 2

Walk into a classroom blindfolded and you'll know the teaching style by the language you hear. This session will help us identify the words we use and the hidden messages they imply to children.

Julie Austin

Sing Your Way Through the Day: How to Create Songs to Use Throughout Your Daily Routine 6

In this session, we will co-create songs for different parts of the High/Scope preschool daily routine such as greeting time, planning and recall times, cleanup time, and other transition times. Using a simple formula of starting with a familiar tune and combining it with children's names, activities, or interests, we'll brainstorm ideas, write songs together, and share them with each other.

Carol Beardmore — see Markley

Jane Ann Benson and Cynthia Conway

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This session will provide you with practical tips for full day caregivers on the implementation of the High/Scope approach with infants and toddlers. Included will be daily schedule, room arrangement, curriculum and anecdotal record keeping. Examples of active learning to promote the key experiences for infants and toddlers will be shared.

Joan Brink

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In this session, you will experience a wide variety of workshop ideas. Examples of how you might choose to have directions for students for each workshop will be a part of this training. There will be singing and more. . .

Patricia Brokman

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Catherine Calamari and Karen Molinario

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Outside time is a daily opportunity for children to engage in physical activity with the support of attentive adults. Children continue to construct their knowledge about people and things as they run, jump, swing, slide, bike ride, role play and socialize. As they participate in these vigorous activities, children engage in many key experiences. In this session we will look at ways the adult can help provide children with the props and objects they need to inspire and support outdoor play.

Elizabeth B. Carlton — See Movement and Music Series below

Jill Claridge

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This session will provide many materials for participants to utilize in developing activities to take back to their classrooms. From science workbooks, participants will change traditional lessons into exciting learning opportunities.

Joanne Dalton

Alternatives to Taking Away Plan-Do-Review Time 21

Unfortunately, closing centers or Plan-Do-Review entirely has become a strategy for some teachers to address inappropriate behavior in the classroom. This workshop will focus on alternatives to dealing with children, activity, and behavior while maintaining Plan-Do-Review in the classroom.

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Linda J. Dubay

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Ann S. Epstein

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Betsy Evans

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Katie Gerecke, Patricia Pruden Welch, Sandra Pulido and Pam Weatherby

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Linda Gonzales and Jennifer Minton

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Michelle Graves

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Debbie Handler

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Brenda L. Hanthorn

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Dan Hodgins

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This session will focus on positive behavior, stopping conflicts before they start; help children solve their own problems and effectively look at coping skills for the challenging child in your classroom.

Charles Hohmann, Beth Marshall
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Charles Hohmann and Linda Toren
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Mary Hohmann and Jackie Post
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Mary Hohmann
Supporting Children, Supporting Families 64

Children flourish in supportive environments and so do their families. In this session we will examine what it means to be non-judgmental and ways we can use the time and energy we do have to build positive relationships with our children's parents and guardians.

Supporting Young Artists: Promoting Children's Creativity 65

In this session, we will examine our own experiences with art and our beliefs about our own artistry; look at children's drawings and paintings in terms of development; try out some experiences with paper construction; and look at a new video in the creative representation series, *Exploring and Creating with Paper: Ways to Support Young Artists.* Come prepared to create, think, and discuss!

Serena Johnson

Caring Start — Enabling Parents to Use High/Scope at Home 67

This session will introduce participant to the "Caring Start" training pack. This comprehensive package has been produced to enable all High/Scope practitioners who work with parents to run an informal six-session course to support parents in helping their children's developmental learning in the home setting using the High/Scope approach.

Diana Jo Johnston

Worksheets to Workshops in Elementary Math 68

Let's take away the worksheets and add hands-on materials to create active learning math workshops for us in elementary classrooms. You will be introduced to fun activities for practicing basic math skills and have an opportunity to brainstorm workshops of your own.

Diana Jo Johnston and Charles Hohmann

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David Kennedy

Working With Young Philosophers: Forming Communities of Inquiry in Early Childhood Classrooms 77

Can young children "do" philosophy? We know that they wonder at the world, which is where philosophy starts; but can they, for example, evaluate generalizations with confirming examples and counter-examples, make definitions, develop and apply criteria, identify similarities and differences, etc? We will read together and discuss both classic children's books and a philosophical story designed specifically for young children, using a methodology designed to lead young children into the kind of dialogue which encourages and develops philosophical wonderment and critical thinking.

Kristyn Kuhlman — See Movement and Music Series below

Carol Markley

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Adults can demonstrate that they value and support children's interests and intentions by becoming a partner in the children's play. This session will help you recapture your spirit of playfulness and discuss and practice strategies you can use to support children in their play by playing as a partner with them.

Beth Marshall

You Want to Scream, But You Can't: Strategies for Challenging, Difficult Behavior in Training Sessions 81

Ahhhh!!!! Do you find yourself feeling uncomfortable dealing with certain situations that arise in workshops? Constant chattering... always knows all the answers... really loves to talk about what she does in her classroom...what behaviors from participants do you find challenging to deal with? This session will help us to identify and acknowledge our own frustrations as trainers in working with adult learners. We will generate strategies for helping us move beyond those frustrations to work effectively with our training group. Come with situations and examples that you would like to share and discuss.

Helping to Take Down the Walls: Supporting Teachers to Move On 82

You've done workshops on planning strategies, yet your teachers still ask the children "where are you going to work?" everyday for planning. Some teaching teams get to a point where they seem to get stuck. Your teachers tell you, "but the parents **like** getting hand print turkeys at Thanksgiving." Others hold on to practices and are unwilling to let go. These walls or barriers can become points of stagnation for classrooms. Together, we will examine these situations and look at additional ways to support teachers as they face their own walls.

It's Creative! It's Frustrating! Yes, It's Super Heros!!! 83

From Mighty Mouse to Superman to Wonder Woman to the Hulk to Turtles to Power Rangers, super hero play is a creative, yet frustrating piece of early childhood classrooms. This session will look at both sides of super hero play, and will generate strategies for supporting it constructively in your classroom.

Carol Montealegre

Recording That Memorable Moment 84

The Why, What, Where and How of writing objective anecdotes. During this session participants will become familiar with High/Scope's guidelines and benchmarks for recording objective observations of children. Participants will practice observing, briefly noting observations, and writing formal anecdotes.

Kathy Morrison

Family Friendly Communications In Early Childhood Programs 86

This presentation will give participants ideas on ways to communicate with families the value of developmentally appropriate practices. Ideas to build a community of families with the parents that you serve such as: monthly family meetings, family field trips, family nights, and a variety of ideas for written communications will be discussed. Participants will design newsletter articles that reflect the program they serve.

Patricia Mueller

Planning and Recall Games and Experiences 92

Even teachers need to plan-do-review. This workshop is designed to offer teachers the opportunity to develop strategies around children's interests and abilities. A discussion of guidelines which enhance planning and assure engaging activities for children during the planning and recall components of the daily routine.

Polly Neill

The High/Scope Early Elementary COR 95

Today's elementary schools are caught in a difficult dilemma. Although demands for accountability are stronger than ever, it is increasingly clear that standardized readiness and achievement tests, which the schools have relied on almost exclusively, provide an inadequate measure of children's educational performance. Join us for a look at High/Scope's new Early Elementary Child Observation Record.

Heather Perras

Round Up The Troop . . . It's Time For Small Group! 98

Small-group time is designed to be a sociable, enjoyable learning experience. This time in the daily routine provides adults and children with an opportunity to collaborate as partners socially to share their interests, understanding, and problem-solving strategies. The role of adults in supporting children at small-group time will be the focus of this introductory session, providing participants with opportunities to discuss their experiences with small-group time, examine elements of style, explore strategies for support, and peruse possibilities for partnerships and solutions to problems.

Jackie Post

Becoming Problem-Solvers in Infant and Toddler Settings 102

In this session we will explore the challenges adults caring for infants and toddlers face in working with these children and some possible solutions to these issues. We often are presented with information from others that seems to assume we work in ideal settings, but we all know that the real world of infant and toddler care is not ideal. How do you provide an active learning environment and yet maintain health and safety standards? What happens when all of your children arrive at the same time? Who decides if it's too muddy to go outside — teachers or parents?

Cheri Reed

Transition With Ease If You Please 103

In this workshop, participants will learn transition strategies that will enable their programs to run like a "well-oiled wheel." Not only will they learn the rationale for transitions but also many actual transition ideas from teachers in the field. A must for both new and experienced teachers.

Larry Schweinhart, Ann Epstein, Sherri Oden, and Virginia Okoloko
Become a Head Start Researcher: Help to Design a Study to Improve Head Start Staff Development 106

Participants will be asked to help the High/Scope Head Start Quality Research Center (QRC) design questions for a national survey about staff development and training in Head Start. QRC staff will first summarize the key issues in Head Start staff development that were identified in focus groups at the 1996 Registry Conference and in Head Start centers throughout the past year. Participants will then generate potential questions to address these issues in a national survey of Head Start staff. The final survey and preliminary data will be presented at the 1998 Registry Conference.

Larry Schweinhart
Lasting Differences: The High/Scope Preschool Curriculum Comparison Study Through Age 23 108

Young people born in poverty experience fewer emotional problems and felony arrests if they attended a preschool program that focused on child-initiated learning activities rather than scripted academic instruction. The surest way to achieve this focus is to use the High/Scope Curriculum.

Chris Sciarrino, Karyn Andrus, and Mark Lucero
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Sandy Slack
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This is a workshop to assist special education personnel in writing short term objectives that reflect the High/scope educational approach. Learn how to use the COR as a source for IEP objectives and tailor it to individualize for each child.

Betty Stanley
Increasing Encouragement While Decreasing Praise 117

Researchers and child development specialists report that extrinsic motivators, praise and reward, have negative implications. This workshop will examine results of praise and strategies for its alternatives, specific ways to encourage children. Come learn about becoming an encourager!

Susan M. Terdan

What Does This Anecdote Really Tell Us? 120

Collecting, cross referencing and identifying the developmental rank of each anecdote can be a big, big job. It's scary, it's ominous and most of all, overwhelming. But, so is going to college, raising children, and learning to drive. These things take work, practice and persistence. So does getting good at understanding children's anecdotes. This workshop will provide an opportunity for you to work and practice. The persistence is up to you!

Susan M. Terdan and Carol Montealegre

COR Clinic: Iodine, Band-Aids and Gauze 121

If this is what's (barely) holding your assessment efforts together — then perhaps you'd like to bring some of your questions to us. Our practical experience with children, teachers, workshop participants, and the COR itself may be of some help to you. We will address as many concerns as we can in the time allowed. Please join us if questions are cutting into your progress in using the High/Scope Child Observation Record assessment tool.

Susan M. Terdan

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Mona Timmons, Janera Tucker, and DeeDee Mello

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Mark Tompkins

"I'm Really Frustrated" — Strategies for Meeting The Diverse Needs of Children 124

This session is designed to help you with children who are frustrating, by designing strategies that match their strengths — not weaknesses. A collaborative child-study process will be explored.

Linda Toren,and Jordon Bramell

"The Bridge to Literacy": Language Workshops (K-1) 125

What are the key experiences for kindergarten and first grade students as they become emergent readers and writers? How can we plan workshops that support a variety of student experiences (cultural and environmental) and developmental levels with print and knowledge of language? Experience language workshops that help support active student engagement, as well as how we plan for small group instruction.

Charlottee N. Umoja

Keep It Simple: Make It Fun Developing Creative Training Techniques 128

This workshop is designed for trainers. It is a fact that training is not always fun, and it requires time and effort. Nonetheless, there are training techniques and approaches that will suggest, under the direction of a competent and emphatic trainer, training can be fun. How we meet, plan, and train, shape the outcome.

Karen Weber — Also see Movement and Music Series below

Key Experiences Tour 129

Set sail on a tour through the High/Scope key experiences! Explore the ten areas which make the High/Scope Educational Approach so exciting for kids and teachers alike. Find out why they are important and learn ways to integrate them into your program. Bring your questions and ideas to share. This in-depth look into the key experiences will have you seriating, moving, classifying, and creatively representing with the best!

Using the High/Scope Educational Approach In a Christian School 130

Does your Christian school use High/Scope? Do you wish it did? Do you wonder whether it would make a difference? Come find out how one school has fully integrated High/Scope into our setting. We'll share tips on educating parents, co-workers, and the "higher-ups" about this developmentally appropriate curriculum. Also, practical ways to share spiritual values using High/Scope's active learning approach.

David P. Weikart and Shannon Lockhart

Challenging Issues in Early Childhood Education Around the World 132

This session is designed for college, university, and agency-level teacher educators. The session will look at samples of a series of videotapes and how they relate to important issues in teacher education. Students in child development courses as well as practitioners can get a clearer understanding of what child development means in different countries and how practices are impacted by culture.

David P. Weikart and Emily Koepp

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This session is designed for college, university, and agency-level teacher educators. The purpose of this session is to review the concept of the High/Scope Text Book Review and Adoption Panel. Those who elect to serve on the panel will receive a review copy of all publications from High/Scope that may be used as a college and training textbook.

Phyllis S. Weikart — See Movement and Music Series below

Linda Weikel

Developing Small-Group Experiences: What Shall We Do Tomorrow? 135

Struggling to come up with new and exciting small-group times for your class? Come to this session, try your hand at these activities, and take home new ideas for planning your small-group experiences.

Alex Williams

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This workshop is concerned with the use of laminated "Big-books" in the classroom. Ways will be indicated for adults to reformat good quality children's literature to help young children to become eager readers. Current views on literacy in the early years will be used as a basis for observation and planning. The development of activities for the individual and for groups will be discussed.

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Phyllis S. Weikart and Elizabeth B. Carlton

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What a child discovers through movement-based active learning is usually remembered. The movement and a child's ability to talk about that movement are key ingredients for learning. Join us for delightful activities that help children "learn to move so they can move to learn."

Phyllis S. Weikart and Elizabeth B. Carlton

Session 2 — Key Experiences in Movement Throughout The Daily Routine 147

Many opportunities occur throughout the daily routine for adults to support and extend children's fundamental motor skills. The inclusion of children's movement brings a concrete focus to tasks and words that may otherwise seem abstract. Come move with us and experience anew the child's way: "to do is to understand."

Elizabeth B. Carlton and Phyllis S. Weikart

Session 3 — Key Experiences in Music Throughout The Daily Routine 151

The six preschool music key experiences are designed for the beginner of any age. These key experiences can be identified in many ways throughout the daily routine. When children explore and identify instruments, explore and make sounds, and explore and identify voices, they are demonstrating ways of being actively involved with music. When together children sing and create songs, they find ways to communicate and remember. Come discover how to support young children's musical play.

Elizabeth B. Carlton and Phyllis S. Weikart

Session 4 — How to Help Children Develop Their Natural Singing Voices 156

Young children learn to sing just as they learn to speak—through exploration. However, today many young children come to school with limited singing experiences. This session will focus on the development of children's natural singing voices. We as adults can provide opportunities for children to explore their singing voices, even when we haven't had formal training. Come explore! Play singing games! Sing simple songs! Singing and moving are joyful additions throughout the day.

Phyllis S. Weikart and Elizabeth B. Carlton

Session 5 — Steady Beat: Why Do Children Need It? 160

Why do children need to develop independence in keeping steady beat? What do daily steady beat activities provide for the child? What is the difference between moving to steady beat and moving to rhythm of the words and syllables? What advantages do "timed" children have that we can observe? Come participate in movement-based active learning experiences and find answers to these questions.

Kristyn Kuhlman

Strategies for Active Learning: Planning Ideas for Introducing Elementary Key Experiences 164

Children in early elementary school learn through their bodies: movement is one of the primary avenues by which they grasp fundamental cognitive and affective concepts. This session will introduce the *Education Through Movement* movement-based active learning approach, an approach that acknowledges the child's body as the primary learning center. Explore elementary key experiences in math, science, and language & literacy through movement-based active learning which, for children, leads to greater understanding and ownership of concepts across all curriculums.

Phyllis S. Weikart and Elizabeth B. Carlton

Steady Beat and Singing Lab 166

Steady beat and singing are fundamental abilities that adults should possess when working with young children or when training adults. With the addition of the movement and music key experiences into the High/Scope curriculum, you will find this steady beat and singing lab most helpful in strengthening your personal skills. This lab is designed for all levels of ability.

Karen Weber

Enhancing Language Through the Use of Movement and Music 167

The addition of movement and music activities will enhance each of the other High/Scope key experiences. This workshop will focus on how to support the language key experience. More than just activities, participants will leave with an understanding of why it's so important for young children to have movement and music in their early years and how to easily make sure they do!

High/Scope Infant and Toddler Key Experiences

Social Relations
- Bonding: building significant relationships with primary caregivers
- Building relationships with peers and other adults
- Expressing emotions toward others
- Responding to the needs of others

Sense of Self
- Distinguishing "me" from other people and things (for example, recognizing one's own image in a mirror)
- Asserting oneself — making and expressing choices, preferences, and decisions
- Solving problems encountered in exploration and play

Communication
- Listening and responding to sounds, voices, words, sensations, and facial expressions
- Communicating with movements, gestures, facial expressions, sounds, and words
- Participating in give-and-take of communication — both verbal and nonverbal
- Using language to fulfill needs
- Enjoying speaking and being spoken to
- Listening to stories, rhymes, and songs, and exploring books and magazines

Movement
- Moving parts of one's body (reaching, grasping, pointing)
- Moving one's whole body (rolling, crawling, cruising, walking, running, balancing)
- Moving with objects
- Moving to music

Exploring objects (Prerepresentation)
- Exploring objects with one's mouth, hands, feet, eyes, and ears
- Searching for hidden objects and people — discovering object permanence
- Exploring building and art materials
- Imitating the action of others
- Associating actions with objects
- Using one object to stand for another
- Responding to and identifying pictures

Exploring Attributes of Objects (Classification)
- Exploring and noticing the colors, shapes, sizes, textures, and other attributes of things
- Exploring and noticing how things are the same or different
- Exploring and noticing how things can be grouped together

Comparing and Counting
- Experiencing more and less
- Arranging objects in one-to-one correspondence
- Using number words

Space
- Noticing the location of objects in the environment
- Exploring and noticing the relationships of objects to other objects
- Observing objects and people from different perspectives
- Filling and emptying
- Taking things apart and fitting things together

Time
- Anticipating familiar events
- Noticing the beginnings and endings of time intervals
- Experiencing fast and slow

High/Scope Preschool Key Experiences

Creative Representation
- Recognizing objects by sight, sound, touch, taste, and smell
- Imitating actions and sounds
- Relating models, pictures, and photographs to real places and things
- Pretending and role playing
- Making models out of clay, blocks, and other materials
- Drawing and painting

Language and Literacy
- Talking with others about personally meaningful experiences
- Describing objects, events, and relations
- Having fun with language: listening to stories and poems, making up stories and rhymes
- Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms
- Reading in various ways: reading storybooks, signs and symbols, one's own writing
- Dictating stories

Initiative and Social Relations
- Making and expressing choices, plans, and decisions
- Solving problems encountered in play
- Taking care of one's own needs
- Expressing feelings in words
- Participating in group routines
- Being sensitive to the feelings, interests, and needs of others
- Building relationships with children and adults
- Creating and experiencing collaborative play
- Dealing with social conflict

Movement
- Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)
- Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)
- Moving with objects
- Expressing creativity in movement
- Describing movement
- Acting upon movement directions
- Feeling and expressing steady beat
- Moving in sequences to a common beat

Music
- Moving to music
- Exploring and identifying sounds
- Exploring the singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments

Classification
- Exploring and describing similarities, differences, and the attributes of things
- Distinguishing and describing shapes
- Sorting and matching
- Using and describing something in several ways
- Holding more than one attribute in mind at a time
- Distinguishing between "some" and "all"
- Describing characteristics something does not possess or what class it does not belong to

Seriation
- Comparing attributes (longer/shorter, bigger/smaller)
- Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)
- Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer)

Number
- Comparing the number of things in two sets to determine "more," "fewer," "same number"
- Arranging two sets of objects in one-to-one correspondence
- Counting objects

Space
- Filling and emptying
- Fitting things together and taking them apart
- Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)
- Observing people, places, and things from different spatial viewpoints
- Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
- Interpreting spatial relations in drawings, pictures, and photographs

Time
- Starting and stopping an action on signal
- Experiencing and describing rates of movement
- Experiencing and comparing time intervals
- Anticipating, remembering, and describing sequences of events

High/Scope Elementary Key Experiences

Key Experiences for Elementary Language & Literacy

Speaking & Listening

- Speaking their own language or dialect
- Asking and answering questions
- Stating facts and observations in their own words
- Using language to solve problems
- Participating in singing, storytelling, poetic and dramatic activities
- Making and using recordings
- Recalling thoughts and observations in a purposeful context
- Acquiring, strengthening, and extending speaking and listening skills:
  - Discussing to clarify observations or to better follow directions
  - Discussing to expand speaking and listening vocabulary
  - Discussing to strengthen critical thinking and problem-solving abilities

Writing

- Observing the connections between spoken and written language
- Writing in unconventional forms:
  - Scribbles
  - Drawings
  - Letters—random or patterned, possibly including elements of names copied from the environment
  - Invented spellings—of initial sounds, syllabic sounds, concluding sounds, and intermediate sounds
- Writing in conventional forms
- Expressing thoughts in writing
- Sharing writing in a purposeful context
- Using writing equipment (e.g., computers, typewriters)
- Writing in specific content areas
- Acquiring, strengthening, and extending writing skills:
  - Letter formation
  - Sentence and paragraph formation
  - Capitalization, punctuation, and grammatical sage
  - Spelling
  - Editing and proofreading for mechanics, content, and style
- Expanding the forms of composition:
  - Expressive mode
  - Transactional mode—expository, argumentative, descriptive
  - Poetic mode—narrative poetry
- Publishing selected compositions

Reading

- Experiencing varied genres of children's literature
- Reading own compositions
- Reading and listening to others read in a purposeful context
- Using audio and/or video recordings in reading experiences
- Reading in specific content areas
- Acquiring, strengthening, and extending specific reading skills:
  - Auditory discrimination
  - Letter recognition
  - Decoding—*phonetic analysis* (letter/sound associations, factors affecting sounds, syllabication); *structural analysis* (forms, prefixes, suffixes)
  - Vocabulary development
- Expanding comprehension and fluency skills:
  - Activating prior knowledge
  - Determining purpose, considering context, making predictions
  - Developing strategies for interpreting narrative and expository text
  - Reading varied genres of children's literature

Key Experiences for Elementary Mathematics

Collections of Objects

- Assembling collections; forming a collection into a "train" (adjacent objects related); building with collections of objects
- Sorting objects into many small (possibly overlapping) groups (white buttons, big buttons, metal buttons), based on common attributes
- Comparing collections 1-to-1; determining "more," "less," "the same as"
- Sorting a collection, then re-sorting with new criteria
- Ordering members of a set (by smoothness, by shades of color); using "before," "between," "after"
- Identifying an "empty" sorting category
- Partitioning a set in various ways; observing the patterns of its subsets (visually and numerically)
- Sorting a collection into 2 categories, based on negation (red, not red); sorting into 2 or more mutually exclusive categories
- Grouping and counting objects by 2s, 5s, 10s
- Sorting or ordering objects according to 2 characteristics at the same time (big red, small red, big yellow, small yellow)
- Creating rectangular arrays of objects (24 objects put in 3 rows of 8)
- Creating and identifying sets that can be constructed by combining a number of equal subsets
- Distributing a set into a given number of equal subsets (equitably sharing 12 cookies among 3 children); distributing a set into subsets of a given size (forming pairs of socks from 10 identical socks)
- Identifying sets and their subsets in collections of objects (sorting 2-hole and 4-hole within the set of white buttons, within the set of red buttons, etc.)
- Determining what part a subset is of the whole set

Number and Numerical Operations

- Recognizing or counting small sets (up to 5)
- Using the words "one, two, three, ..." in consistent order when attempting to count beyond small sets
- Using one word for each item counted, when counting beyond small sets
- Using counting to determine cardinality of a set
- Using counting to verify equivalence or nonequivalence of sets
- Creating and extending simple numerical patterns (using 1 more than, 1 less than); identifying simple numerical patterns
- Comparing two numbers (5 is greater than 3); ordering three or more numbers (putting 9, 5, and 7 in order)
- Using 0 for the empty set
- Recognizing addend patterns for a given number; performing combination and separation to see patterns of addition/subtraction relationships (if 2 + 5 = 7, then 7 - 5 = 2)
- Using moves on the number line to correspond to skip counting, to patterns of related addition and subtraction (adding 5 to 3 to get 8, subtracting 5 from 8 to return to 3)
- Grouping and regrouping objects to correspond to the values of digits in multi-digit numbers; making exchanges between equivalent sets of coins
- Grouping and regrouping objects to correspond to addition and subtraction of multi-digit numbers
- Identifying patterns in arrays of numbers (100s chart, addition table, calendar)
- Connecting arrangement of a rectangular array of objects with multiplication (3 rows of 4 with 3 x 4)
- Grouping, regrouping objects to correspond to multiplication involving multi-digit numbers (3 x 24)
- Connecting arrangement of a rectangular array of objects with division, with or without remainders (21 yields how many rows of 3?)
- Seeing patterns of multiplication/division relationships (if 3 x 5 = 15, then 15 ÷ 5 = 3)
- Using a pair of numbers to represent a part-whole relationship (a fraction of a geometric shape or of an array)

Geometry and Space

- Constructing with 2-d, 3-d shapes; recognizing like shapes; naming simple shapes (circle, square, triangle, cube, cone)

- Identifying attributes of 2-d and 3-d objects (corners, faces, curves, edges); sorting by shape, size
- Determining shape equivalence by fitting objects together
- Identifying simple shapes within complex shapes (the circle in a cylinder, the rectangle in a table top)
- Identifying positions and spatial relations (next to, above, below, inside, outside)
- Creating and extending simple linear patterns
- Ordering three or more objects by size (sequencing rods, squares, cubes); inserting additional objects into an ordered series
- Building complex shapes by putting simple shapes together
- Creating straight lines by folding, stretching string, sighting; creating 2-d figures involving straight lines; creating and identifying symmetry with respect to a line
- Creating 2-d patterns; using 2-d coordinates to locate objects
- Creating a circle using a string and center point; exploring shapes and symmetries created by folding a circle
- Creating 3-d shapes involving straight lines and curved lines by folding, cutting, modeling; using a plumb bob to determine vertical lines
- Wrapping string to determine perimeter, circumference; covering a surface with squares to determine area; filling a space with cubes to determine volume or capacity
- Creating right angles by folding; identifying right angles by comparison; comparing the size of two angles (bigger, smaller)

Measurement of Continuous Quantity

- Pouring, filling, and emptying with fluid, grains, and sand; using quantitative words (big, long, heavy, slow)
- Comparing lengths by side-by-side matching (of strides, heights, rods, strips)
- Comparing the appearance of a given quantity when poured into containers that are variously shaped (with like or unlike capacity)
- Filling containers by repeated pouring from a single smaller container; comparing capacities of two unlike containers by pouring from one to the other
- Comparing weights by balance ("more," "less," "the same")
- Comparing two lengths or two capacities by comparison with an intermediate object or container (matching each length with a piece of string)
- Comparing weights of objects by the extent they stretch a spring or elastic; ordering objects by weight
- Assigning a numerical value to the measure of a physical property (length, weight, capacity) by using multiple "unit" objects (counting "how many paper clips long" an object is)
- Marking off a strip, a container, an elastic band, in nonstandard units of length, capacity, weight (respectively); marking off such measuring instruments in standard units (inches, cupfuls, pounds)
- Measuring to the nearest unit (standard, nonstandard); using standard measuring tools
- Combining, separating objects (or quantities) and determining the results by measurement
- Recording and comparing temperatures using a linear-scale (bulb-type) thermometer
- Measuring to a fraction of a unit ½, 1/4, 1/10)
- Measuring linear dimensions and using them to compute perimeter, area, volume

Movement, Time, and Speed

- Moving along pathways involving straight and curved lines; identifying fast, slow
- Forming and moving in circles with others; moving in rotational, periodic ways (see-saw, merry-go-round, swings)
- Identifying faster, slower, before, after
- Moving to a steady beat; following and creating simple clap patterns; counting swings of a pendulum
- Identifying the order of days of the week, months of the year; ordering events
- Timing by counting swings of a pendulum; timing by use of a sand timer
- Reading a sand timer by using it with a strip graduated in units of length

- Using a circular clock face to determine time to the nearest ½ hr, 5 min
- Measuring distances by counting turns of a wheel (trundle wheel, bike wheel); using rotational scales (thermometer, kitchen timer, weight-scale, speedometer)
- Telling time in hours and minutes (3:25)

Language, Symbols, and Graphing

- Using words, pictures, and models to represent experiences with collecting, sorting, counting, constructing, pouring, and moving
- Drawing and tracing shapes
- Recognizing and writing numerals and counting words
- Making pictures and diagrams showing 1-to-1 correspondence (pairing, connecting, tallying)
- Making object graphs
- Making picture graphs
- Using comparative terms applied to number, attributes, positions, quantity, speed
- Creating number lines; locating 0 on the number line
- Using "first, second, third, ...," to describe position
- Creating time lines
- Talking about, picturing, and writing about addition and subtraction events; writing number sentences using +, -, and =
- Making block graphs
- Estimating a numerical measure prior to actual measurement
- Drawing diagrams showing successive moves along a number line (models of skip counting, addition, subtraction)
- Writing multi-digit numbers; renaming multi-digit numbers (writing "5 tens, 3 ones" as "4 tens, 13 ones") and vice versa
- Inventing and using algorithms to record computation; using standard algorithms
- Making simple maps and scale drawings on graph paper
- Making simple bar graphs (with unit scales)
- Making simple line graphs (with unit scales)
- Talking about, picturing, and writing about multiplication and division events; writing number sentences using x, ÷, and =.
- Estimating the results of arithmetic operations
- Recognizing and writing fractions
- Translating word problems into number sentences

Key Experiences for Elementary Science

Observing

Level 1—Preoperations: Intuitive Thinking

- Using all the senses to investigate, explore, and observe the world
- Collecting materials of many kinds
- Observing color, shape, form, and pattern
- Initiating an observation to solve a problem or answer a question ("Let's watch and see if that ant makes it across the sidewalk without dropping that big crumb it's carrying.")

Level 2—Early Concrete Operations

- Looking at familiar things in a new way: observing closely, systematically, and objectively
- Taking something apart to observe it more closely (unraveling a piece of yarn to see how the fibers are twisted)
- Observing changes over time
- Observing the quantity of a material or the frequency of an event
- Using instruments (magnifiers, binoculars, slow-motion camera, tape recorder) to assist observations

Level 3—Late Concrete Operations

- Using audiovisual media for planned and systematic observations (photographing the same tree once a week for a year)
- Observing objects from different perspectives
- Observing the subsystems of an environment or structure to see how they interact ("We've noticed that the fish die if we don't add enough food, but too much makes the fish tank dirty.")

Classifying and Ordering Materials

Level 1—Preoperations: Intuitive Thinking
- Observing the attributes of objects
- Observing similarities and differences ("Both butterflies are spotted,") including differences on a single dimension (bluer, sweeter)
- Classifying materials into small groups based on common attributes

Level 2—Early Concrete Operations
- Observing multiple similarities and differences ("All the birds in this cage have feathers, wings, and pointed beaks but are many different colors.")
- Ordering objects according to variation along a single dimension (less rough, smooth, smoother)
- Observing similarities and differences in structural patterns and grouping objects accordingly ("This group of shells are shaped like fans.")
- Classifying materials into two groups based on the presence or absence of one attribute (dissolves in water/doesn't dissolve in water)

Level 3—Late Concrete Operations
- Observing symmetry and asymmetry in natural and manufactured objects
- Using an identification guide to look up organisms or nonliving materials (using books to identify trees or rocks)
- Classifying or ordering using two-dimensional matrices (ordering screws by length and diameter)
- Classifying hierarchically: grouping into categories and subcategories (birds, birds of prey, birds of prey that live in Michigan)

Measuring, Testing, and Analyzing

Level 1—Preoperations: Intuitive Thinking
- Comparing the properties of materials ("This paper folds more easily.")
- Measuring by producing a length to match another length (cutting a string as long as one's foot)
- Counting events over time ("How many leaves will fall off this tree tonight?")

Level 2—Early Concrete Operations
- Measuring properties and changes using standard or nonstandard whole units (weighing using the whole units on a scale; measuring elapsed time in sand timer cycles)
- Testing: assessing properties by comparing effects of standardized procedures (testing the strength of several fibers by tying them to a standard weight and observing which ones break)
- Analyzing: separating and measuring the parts of a mixture or material to describe its composition (separating and measuring the wheat flakes and raisins in a box of cereal)
- Using standard measuring tools (ruler, thermometer, calipers, scales, timers)
- Increasing or decreasing a causal factor and comparing the effects produced (comparing the effect on the color of water of adding a larger quantity of food coloring)

Level 3—Late Concrete Operations
- Measuring using both whole units and fractions of a unit
- Estimating measurements ("It looks like it's about 2 feet tall.")
- Using a scale model to study the features of a larger or smaller object (model of a bicycle gear made from spools and rubber bands)
- Measuring the increase or decrease in a causal factor in order to relate it to the change in an effect("Let's see how much farther the car goes if we raise the height of the track 3 in.")

Observing, Predicting, and Controlling Change

Level 1—Preoperations: Intuitive Thinking
- Observing and identifying a change ("The flower has closed up.")
- Manipulating physical objects to produce an effect or change (blowing out a candle)
- Repeating an activity that produces a change to gain awareness of possible causes (repeatedly pushing an empty bottle under water and watching as bubbles are released)
- Identifying a cause for a change ("The leaves are flying through the air. The wind must be blowing.")

Level 2—Early Concrete Operations

- Observing and describing a pattern of change in events and movements (life cycles, cycles of motion, weather changes)
- Predicting a change in a situation from observation of change in other similar situations ("The sky is gray and the wind is blowing. I think it's going to rain.")
- Identifying more than one possible cause for a change ("The lawn mower won't start. Maybe it's out of gas or needs a tune-up. We have the most trouble on chilly days.")
- Testing an explanation for a change by acting to reverse it ("The plant is wilting; let's try watering it and see if that helps.")

Level 3—Late Concrete Operations

- Recognizing that a sequence of change (winding up a toy car to make it go) involves a sequence of causes and effects (Winding the key on the car activates motion in a series of gears, eventually resulting in the motion of the car.)
- Relating the magnitude of an effect to the magnitude of a cause ("A strong wind will cause many more leaves to fall off the tree than a gentle wind.")
- Beginning to recognize that explaining a change may require keeping some variables (possible causes) constant ("I think this toy car goes faster than the other one because it's built differently, but it might be because I oiled it before the race. Let's oil the other car, too, and then try racing them again.")

Designing, Building, Fabricating, and Modifying Structures or Materials

Level 1—Preoperations: Intuitive Thinking

- Designing and building simple structures (making a garage for toy cars out of blocks and boards)
- Changing a structure to solve a problem in its design("Maybe the tower won't fall over if I use the flat blocks instead.")
- Comparing the performance of similar structures or materials ("The ramp works better this way.")
- Using plans supplied by others to make simple structures or materials (a paper tepee flour paste)

Level 2—Early Concrete Operations

- Designing and building more complex structures (realistic objects constructed with conventional building materials, tools, and fasteners)
- Building simple containers or environments for living things (an insect box; a window box garden)
- Improving a structure or material through trial-and-error modifications (varying the height and length of a ramp to increase the speed of a toy car; adding sugar or water to icing to change the consistency)
- Using plans supplied by others to make more complex and functional structures or materials (making dog biscuits, making pinwheels)

Level 3—Late Concrete Operations

- Building structures with moving parts (latches, hinges, wheels, and axles)
- Building with simple electrical circuits
- Analyzing and solving problems in a structure by taking it apart, modifying parts, and rebuilding it (troubleshooting a problem in a wind-up car by separately examining the wheels and axles, the spring mechanism, and the gears)
- Identifying more than one factor affecting the operation or effectiveness of a structure or material (recognizing that the problem of fastening two materials together may be affected by the type of fastener—e.g., tape, screws, nails—the size of the fastener, the smoothness of the surfaces being joined, and the weight of the pieces to be joined)

Reporting and Interpreting Data and Results

Level 1—Preoperations: Intuitive Thinking

- Discussing observations
- Beginning to use scientific terms and comparative vocabulary in reporting observations
- Reporting sequences of events
- Reporting and representing observations using drawings, tape recordings, photos, or real objects mounted on charts

Level 2—Early Concrete Operations

- Recording and displaying numerical data

- Using models, drawings, and diagrams to illustrate oral or written reports
- Arranging collections and displays to present findings
- Using books, pictures, charts, and computers to gain further information

***Level 3**—Late Concrete Operations*

- Defining technical terms in science reporting
- Using bar graphs, line graphs, and tables to present data
- Making models of objects and systems to show how they work (making a model of a stream bed, using sand and buckets of water)

Elementary Key Experiences in Music and Movement

Exploring Music

Moving to music

- Responding to different types of music
- Using nonlocomotor and locomotor movements with music
- Using coordination skills in performing action songs
- Illustrating expressive and dynamic qualities of a musical selection
- Moving to phrases of a musical selection

Exploring and identifying sounds

- Making sounds with voices and instruments (musical and otherwise)
- Working with percussion and melodic instrument sounds
- Exploring sounds to fit with specific songs
- Exploring lower/higher and same/different sounds

Exploring instruments

- Trying out ways to play instruments
- Discovering ways to play percussion, harmonic, and melodic instruments
- Discovering pitch range and labeling the sound quality of instruments
- Playing melodic phrases and known songs

Exploring the singing voice

- Making pitched sounds
- Exploring the singing and speaking voice
- Exploring the broad range of the singing voice
- Initiating singing alone and singing in tune with others

Listening to and describing music

- Recognizing music versus sound
- Talking about voices and instruments heard or the feelings expressed in the music
- Identifying previously heard or sung musical selections
- Discussing the type or style of the music

Using the Elements of Music

Feeling and expressing steady beat

- Moving to one's own steady beat
- Matching someone else's steady beat
- Matching the steady beat of recorded music, songs, rhymes
- Performing single nonlocomotor movements to the steady beat
- Performing single locomotor movements to the steady beat
- Playing instruments in steady beat
- Combining nonlocomotor and locomotor movement to the steady beat

Identifying tone color

- Distinguishing different persons' singing and speaking voices
- Hearing the differences in voices and percussion instruments
- Distinguishing the different instrument sounds
- Matching an instrument's sound with its picture
- Identifying voices and instruments heard in a recording
- Identifying special characteristics of tone color within the music

Developing melody

- Identifying higher and lower pitches
- Identifying the direction of the melody (upward/downward)
- Matching intervals and repeated pitches

- Imitating three- and four-note melody patterns
- Distinguishing *same* and *different* in short melody patterns
- Responding to the shape of the melody
- Identifying and singing phrases in the melody
- Recognizing patterns and sequences in melodies
- Singing and shaping phrases and songs

Labeling form

- Identifying the beginning and end of a song or rhyme
- Identifying the verse and chorus of a song
- Identifying same and different phrases
- Identifying and responding to the different sections of recorded music
- Labeling and using AB, ABA, and ABC forms
- Labeling and using rondo form and simple theme and variations form

Recognizing the expressive qualities of tempo and dynamics

- Identifying *slow* and *fast* through movement and vocabulary
- Identifying *loud* and *soft* through movement and vocabulary
- Identifying *slow*, *medium*, and *fast* through movement and vocabulary
- Identifying *loud*, *medium*, and *soft* through movement and vocabulary
- Identifying *getting faster* and *getting slower*
- Identifying *getting louder* and *getting softer*
- Selecting suitable dynamics and tempo for a song or instrumental piece

Feeling and identifying meter

- Identifying and moving with macrobeats and microbeats
- Identifying same and different meter
- Identifying and moving to duple meter
- Identifying and moving to triple meter
- Differentiating between duple and triple meter

Expressing rhythm

- Listening for longer and shorter sounds
- Moving to sounds of longer and shorter duration
- Moving to rhythm patterns
- Distinguishing same and different rhythm patterns
- Recognizing and playing even and uneven rhythm patterns
- Reading, writing, and performing rhythm patterns
- Recognizing and using note and rest values (quarter, two-eighth, half, dotted half, and whole)

Adding harmony

- Recognizing the difference between unison singing and singing accompanied by instrument(s)
- Using chords to create harmony
- Singing call-response and echo songs
- Adding melodic chants
- Singing rounds
- Finding and using ways to add harmony to a song or instrumental selection

Creating and Performing Music

Responding to various types of music

- Showing through movement the differences heard in music
- Responding to *same/different* in songs children sing
- Responding to *same/different* in instrumental music
- Responding to different moods of a musical selection
- Responding to a repertoire of different types of music

Playing instruments alone and in groups

- Playing an instrument alone or in a group using steady beat
- Playing an instrument in steady beat while others sing
- Playing an instrument in steady beat while singing alone
- Playing an instrument in a rhythm pattern
- Playing instruments together using rhythm patterns
- Creating and planning instrument parts for a song or ensemble

Singing alone and in groups

- Singing simple songs alone and with others

- Singing a short solo phrase during a call-response song or a single verse when the class sings chorus
- Singing songs of increasing length and difficulty with others
- Singing a solo with musical competence and confidence

Sharing music by performing

- Creating and singing a new verse to a known song
- Creating and sharing an instrumental piece on percussion or melodic instruments
- Playing a musical instrument while the group sings
- Sharing songs created by students
- Sharing an instrumental ensemble created by students

Moving creatively and choreographing movement sequences and dances

- Moving creatively alone or with a group
- Creating movements and variations for a specific musical selection
- Creating and using different movements for AB music
- Creating patterns and moving creatively
- Planning and using different movement and dance sequences for a specific song or recording

Creating and improvising songs and instrumental music

- Choosing instruments to play and accompany
- Creating simple melodies vocally
- Creating simple melodies on instruments
- Improvising a variation on a melody, vocally and/or instrumentally
- Creating an instrumental piece with two or more sections (AB)
- Creating an original song with words

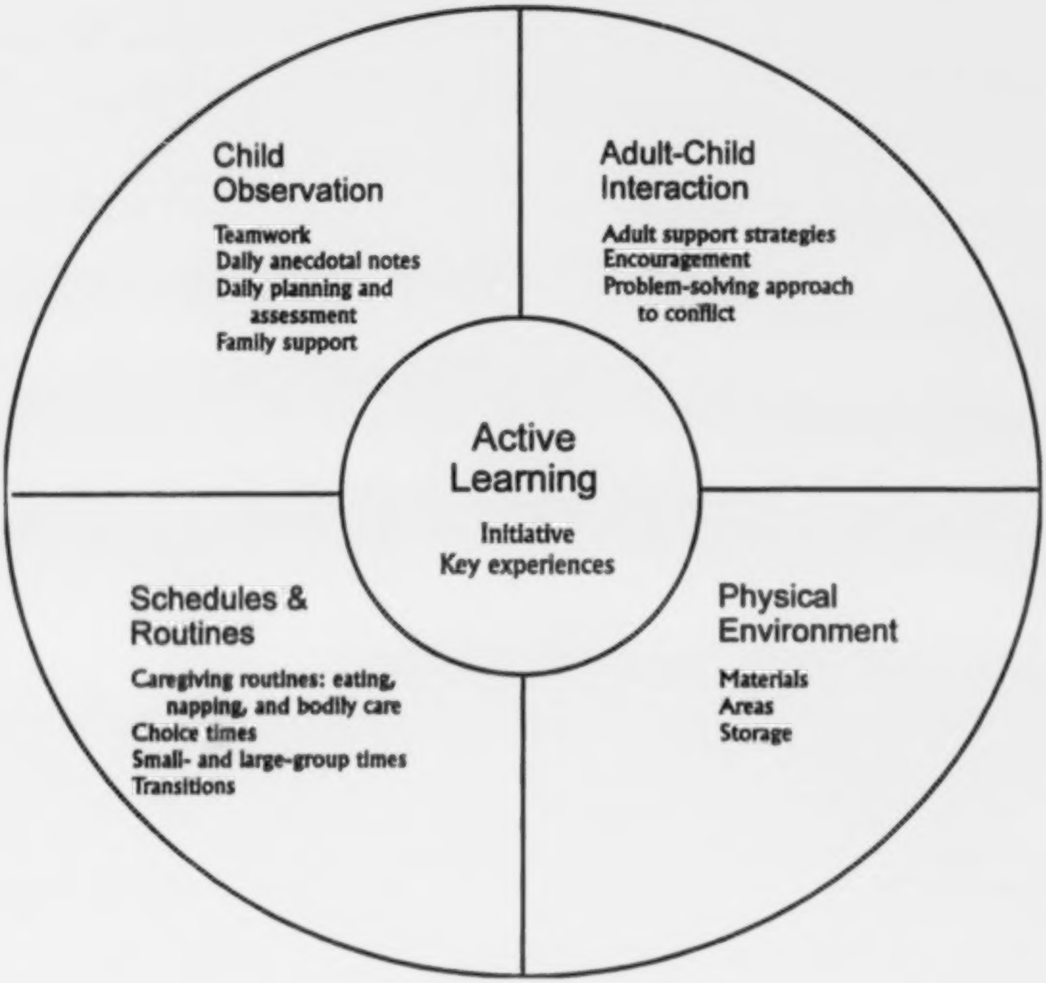
Reading music

- Reading one's own symbol system (icons) for rhythm or pitch
- Reading melody or rhythm maps created by oneself or others
- Reading short rhythmic and melodic phrases (conventional notation) and short songs
- Reading conventional notation for simple songs

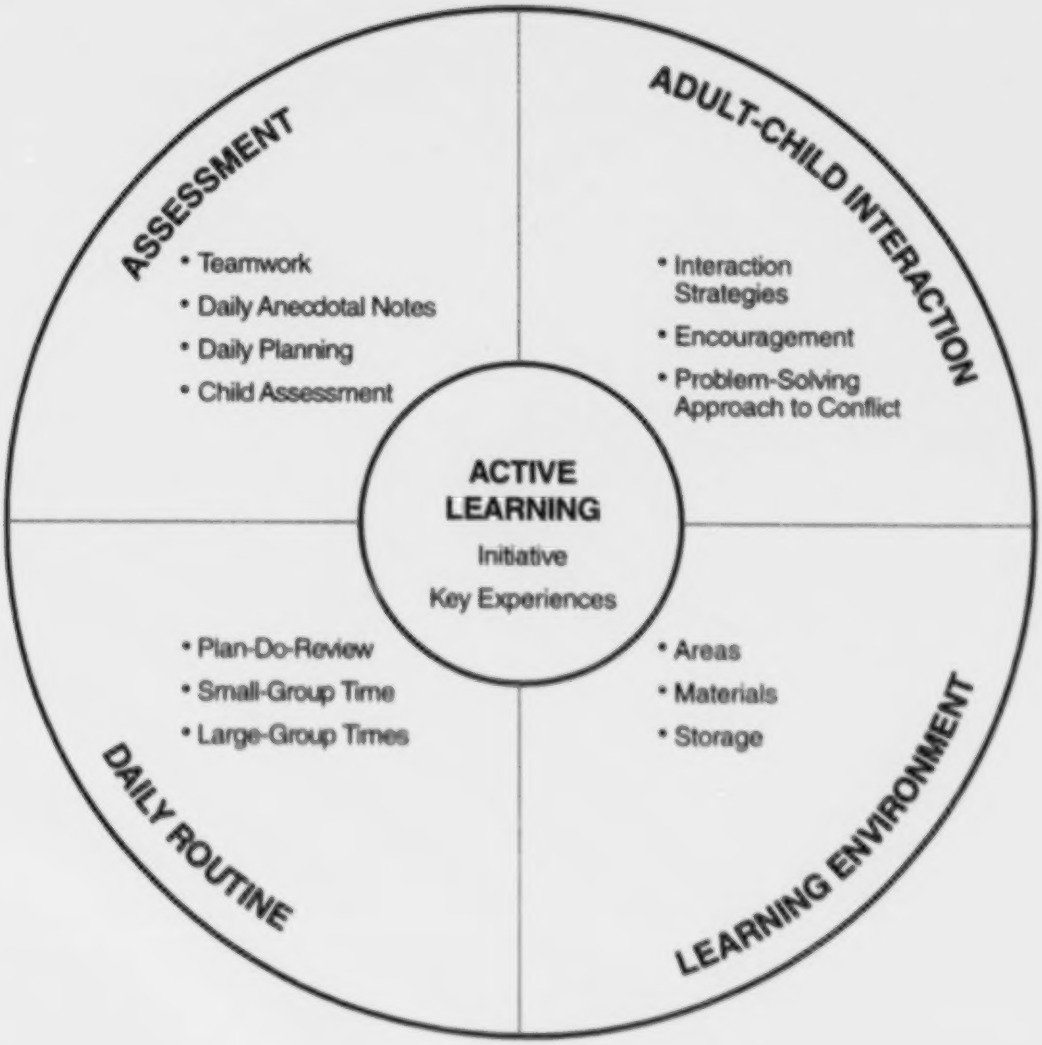
Writing music

- Showing a way to represent long/short sounds, high/low pitches, or repeated sounds (rhythm and/or melody maps)
- Showing a way to represent part of a melody
- Writing music using one's own symbol system (icons)
- Using conventional notation to represent a phrase or short song and *getting softer*
- Selecting suitable dynamics and tempo for a song or instrumental piece

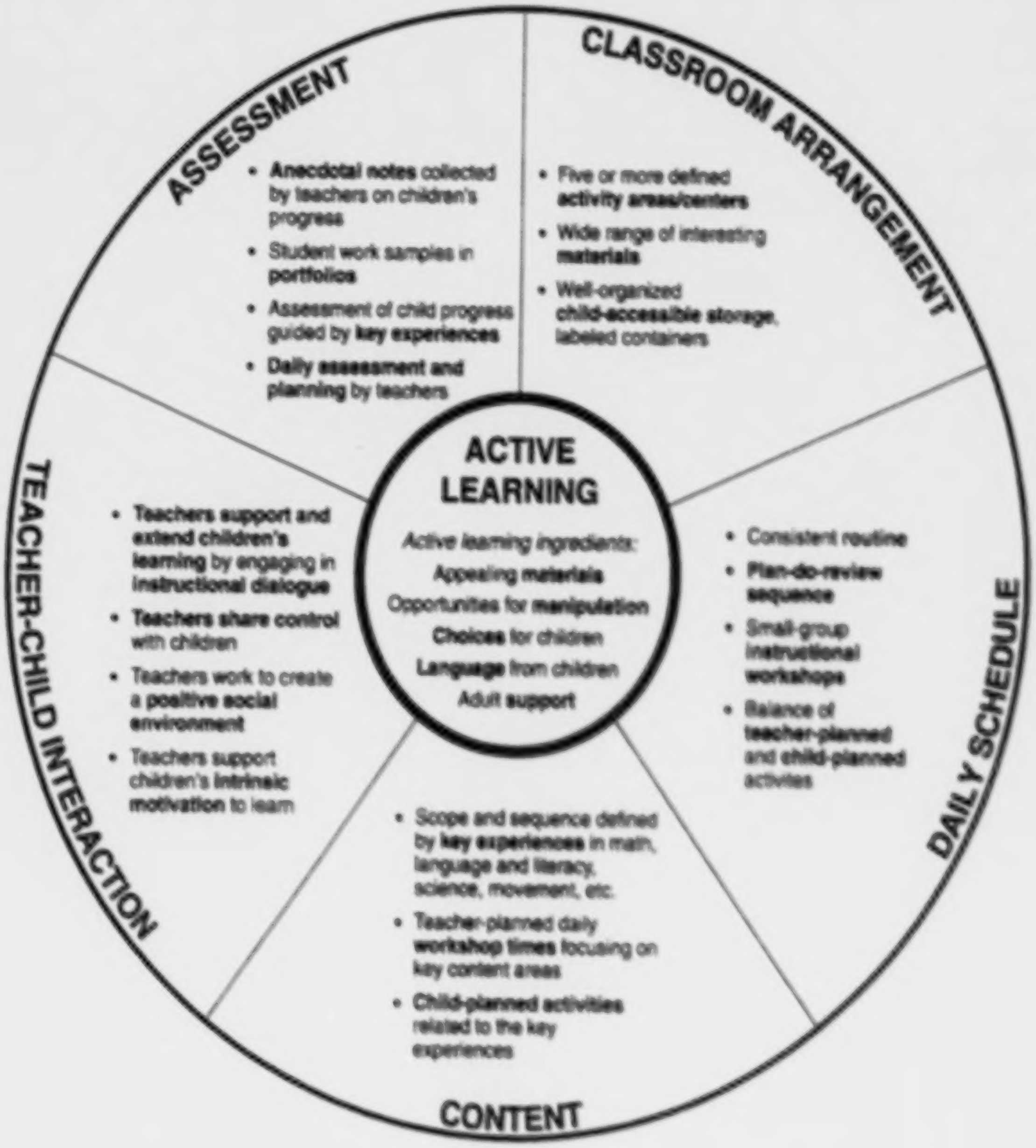
The High/Scope Infant and Toddler "Wheel of Learning"


Child Observation
Teamwork
Daily anecdotal notes
Daily planning and assessment
Family support
Adult-Child Interaction
Adult support strategies
Encouragement
Problem-solving approach to conflict
Active Learning
Initiative
Key experiences
Schedules & Routines
Caregiving routines: eating, napping, and bodily care
Choice times
Small- and large-group times
Transitions
Physical Environment
Materials
Areas
Storage

The High/Scope Preschool "Wheel of Learning"


ASSESSMENT
• Teamwork
• Daily Anecdotal Notes
• Daily Planning
• Child Assessment
ADULT-CHILD INTERACTION
• Interaction Strategies
• Encouragement
• Problem-Solving Approach to Conflict
ACTIVE LEARNING
Initiative
Key Experiences
• Plan-Do-Review
• Small-Group Time
• Large-Group Times
DAILY ROUTINE
• Areas
• Materials
• Storage
LEARNING ENVIRONMENT

The High/Scope Elementary "Wheel of Learning"



ACTIVE LEARNING

Active learning ingredients:

Appealing **materials**
Opportunities for **manipulation**
Choices for children
Language from children
Adult **support**

ASSESSMENT

- **Anecdotal notes** collected by teachers on children's progress
- Student work samples in **portfolios**
- Assessment of child progress guided by **key experiences**
- **Daily assessment and planning** by teachers

CLASSROOM ARRANGEMENT

- Five or more defined **activity areas/centers**
- Wide range of interesting **materials**
- Well-organized **child-accessible storage**, labeled containers

DAILY SCHEDULE

- Consistent routine
- **Plan-do-review sequence**
- Small-group **instructional workshops**
- Balance of **teacher-planned** and **child-planned** activities

CONTENT

- Scope and sequence defined by **key experiences** in math, language and literacy, science, movement, etc.
- Teacher-planned daily **workshop times** focusing on key content areas
- **Child-planned activities** related to the key experiences

TEACHER-CHILD INTERACTION

- **Teachers support and extend children's learning** by engaging in **instructional dialogue**
- **Teachers share control** with children
- Teachers work to create a **positive social environment**
- Teachers support children's **intrinsic motivation** to learn

NARRATIVE/NOTES FORM

Child Observed: ____________________ Observer: ______________________________

Adult(s): __________________________ Segment of Daily Routine: _______________

Focus: ____

Date: ________________ Time of Observation: Beginning __________ End __________

Narrative	Notes

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NARRATIVE/NOTES FORM (continued)

Child Observed: ______________________ Page: ______

Narrative	Notes

Observation/Feedback as an Effective Strategy For Adult Growth

Cathy Albro
Field Consultant, High/Scope Foundation
Executive Director, The Creative Learning Center, Grand Rapids, Michigan

Just as we extend children's learning based on actual observations, adult learning is also best facilitated through observation. In this workshop you'll review some actual observation/feedback sessions and practice planning your own feedback based on a short observation. Teachers and administrators of programs that service all ages will benefit from this workshop.

Notes

(Please refer to the Narrative/Notes form which may be found following the Table of Contents at the beginning of this volume.)

Adult/Child Interaction for K-3 Teachers

Maizie Argondizza
Field Consultant, High/Scope Foundation
Education Consultant, Portland Maine

Walk into a classroom blindfolded and you'll know the teaching style by the language you hear. This session will help us identify the words we use and the hidden messages they imply to children.

Notes

(Handouts for this session continue on the next page.)

Interactive Strategies

- ✦ Use materials yourself
- ✦ Enter into children's conversation
- ✦ Ask meaningful questions
- ✦ Refer children to other children
- ✦ Describe children's actions
- ✦ Use self-talk (describe your actions)
- ✦ Repeat children's language
- ✦ Restate/expand children's words

SOUL

S**ilence** — Silently observe and listen to children, gaining the child's perspective rather than imposing your own. When adults are silent, they are more easily attuned to children's cues, leads, and ideas.

O**bservation** — Observe a child according to a specific focus (for example, plan status, social setting, play type, key experience). This will allow you to see and gain reliable information about what children are actually doing and perhaps how they are thinking.

U**nderstanding** — Try to understand a child's actions from the child's point of view. This will enable you to form an interaction plan suited to that particular child and situation.

L**istening** — Listening to children, attending carefully to what they say, and waiting for and following their conversational cues will help you learn about the unique language and thoughts of each child. An adult's supportive presence also takes the pressure off children, allowing them to communicate with adults in their own words, at their own pace, in their own time.

The SOUL process was developed in the INREAL (IN-class REActive Language) project directed by Rita Weiss at the University of Colorado at Boulder (for more information, see Weiss, 1981.)

Building Intrinsic Motivation

- Adults provide developmentally appropriate challenges, choosing activities based on careful observation of children's developmental progress.
- Adults convey curriculum content through activities and materials that are engaging to children.
- Adults focus on materials and activities in which they themselves are interested.
- Adults provide specific feedback and encouragement on the successes in children's work, directing attention to the educationally significant and intrinsically satisfying aspects of the activity.
- Adults provide choices and encourage independent decision-making for children.

Open-Ended Questions

Wait 3 seconds for response. . .

For Planning	What materials will you need?
	Is there another way__________?
	How will you make it work?
	What would you do to make it larger (smaller)?
	How do you think you'll feel about it?
	Will you do anything else?
	Is there anything else you want to add?
During Work Time	Tell me about your picture.
	What can you tell me about the parts of your car?
	What do you think would happen if . . .
	Tell my pencil what it should write about your house.
	Is there another way?
	Do you think a big giant would like your story?
	What do you think your mom would say about your picture?
During Review	Tell me/us about your story.
	What are some other things you could use it for?
	Does anyone have any ideas for avoiding problems like this tomorrow?
	What do you think a rabbit would say about your garden?
	If you were to do it all over again, would you do anything differently?
	What did you learn from making the radio commercial?

Sing Your Way Through the Day: How to Create Songs to Use Throughout Your Daily Routine

Julie Austin
Field Consultant, High/Scope Foundation, Ypsilanti, Michigan

In this session, we will co-create songs for different parts of the High/Scope preschool daily routine such as greeting time, planning and recall times, cleanup time, and other transition times. Using a simple formula of starting with a familiar tune and combining it with children's names, activities, or interests, we'll brainstorm ideas, write songs together, and share them with each other.

Familiar Tunes

- Skip to My Lou
- Twinkle Twinkle
- If You're Happy and You Know It
- Here We Go Round the Mulberry Bush
- She'll Be Comin' Round the Mountain
- Mary Had a Little Lamb
- Paw Paw Patch
- BINGO
- The Muffin Man
- Farmer in the Dell
- Jingle Bells

- How Much Is That Doggie in the Window
- Let Everyone Clap Hands Like Me
- When the Saints Go Marchin' in
- This Old Man
- Workin' on the Railroad
- Old MacDonald
- Eensy Weensy Spider
- Happy Birthday
- Buffalo Gals Won't You Come Out Tonight?

How One Center Has Adapted High/Scope For Infants and Toddlers

Jane Ann Benson
Director, Creative Learning Center, Grand Rapids, Michigan

Cynthia Conway
Director, Creative Learning Center, Grand Rapids, Michigan

This session will provide you with practical tips for full day caregivers on the implementation of the High/Scope approach with infants and toddlers. Included will be daily schedule, room arrangement, curriculum and anecdotal record keeping. Examples of active learning to promote the key experiences for infants and toddlers will be shared.

Notes

(Please refer to the High/Scope Key Experiences for Infants and Toddlers which may be found following the Table of Contents.)

Wonderful Worthwhile Workshops

Joan Brink
Field Consultant, High/Scope Foundation
Preschool Teacher, Tipton School, Tecumseh, Michigan

In this session, you will experience a wide variety of workshop ideas. Examples of how you might choose to have directions for students for each workshop will be a part of this training. There will be singing and more . . .

Workshops

Workshop 1: Writing
The teacher or a parent/grandparent volunteer reads the book If by Sarah Perry to the children at this workshop. Students then write and illustrate their own "If" book about butterflies. They can work individually, with a partner or in their small group.

Workshop 2: Food
A variety of items will be available so a butterfly treat can be made. Students can use items to make a butterfly using an orange slice, pretzels, frosting, sprinkles, licorice. They can use their imagination with the materials to make their own butterfly and/or the other stages of the butterfly: egg, pupa, caterpillar. If time remains in this workshop, the student can unscramble letters for the words provided in the word bank of items they made their treat out of.

Workshop 3: Art
There will be a variety of materials available to encourage the concept of symmetry and butterfly wings, and a hands on experience of making your own.

Workshop 4: Spelling
Students are provided with a list of words from the book If At First You Do Not See by Ruth Brown. (This book, about a caterpillar's adventure, would have been read to the students previously.) The students are provided with a list of words and asked to learn and spell at least 10 of the words. They can use the materials provided to practice the words (Play-Doh, markers/pencil and paper, sand, letter stamps, sticky wicks). Each word should also be written in a sentence.

Workshop 5: Proofreading

Students are provided with a prepared Hungry, Hungry, Caterpillar book, with incorrectly spelled words. They can find and correct the incorrectly spelled words. Blank pages will be available on each book so they can continue the story if time remains for them.

Workshop 6: Listening

Students can choose if they would like to listen to a tape and book or listen to a volunteer read a big book about butterflies. Blank paper will be available if they would like to draw or write and extend what they have listened and looked at.

There will be other workshop ideas with other subjects other than butterflies: Math workshop using dice, etc. Specific directions for the students for each activity will be beside these workshops as well.

Learning to Look, Looking to Learn

Patricia Brokman
Field Consultant, High/Scope Foundation, St. Paul, Minnesota

Observing children is the key to planning the learning environment and daily routine in the High/Scope approach. Through observation adults learn about children's interests, strengths, and emerging skills. This session will focus on how to observe, the benefits of recording observations, and how to use your observations in program planning.

Anecdotes: Focusing in on Children

By Beth Marshall

From *High/Scope Extensions*, November/December 1994, Vol. 9 No. 3
(To subscribe to *Extensions*, contact the High/Scope Press)

It's the beginning of work time, and preschoolers Alex, Donald, Kayla, and Frances are working at the sand table, now filled with dried beans. Holding up a cup filled with beans, Donald says, "There's rocks in here. This is my coffee." Alex fills a scoop with beans, some of which have been painted red or blue. "Magic beans," he says, picking out the blue-painted beans and setting them aside. Leaving the bean table, Donald goes to the toy area, and brings back a large rubber dinosaur. "T-Rex eats rocks," he explains, putting the beans in the dinosaur's open mouth and making munching sounds: "Myum, myum, myum."

Kayla and Frances fill and empty containers of various sizes with beans. While doing so, they talk intently about the kinds of cereal they like to eat: "I like that kind with the holes in it," Kayla says. "Cheerios?" Frances asks. "No, not Cheerios, it's different holes," Kayla replies.

Nearby, Megan is painting at the easel. She covers her paper with layer upon layer of different-colored paints, covering the whole paper with one color, then another. When she's finished, she takes her paper off the easel, hangs it on the drying rack, and then hangs up her smock.

Meanwhile, Daniel picks up a cowbell in the music and movement area. Striking it with a mallet, he giggles. In the same area, Steven picks up a small xylophone and makes a cascade of sound by running a mallet over the bars. Then Daniel and Steven, still playing their instruments, begin marching around the room. Seeing them, Mark picks up a tambourine, Victor grabs a set of bells, and both join the line of marchers. The band marches through the block area, snakes through the house area, and circles back around the toy area, where the marchers carefully step over Carleen and Saraya, who are lying on the floor, putting pegs into pegboards. Counting

"1, 2, 3, 4, 5, 6, 7, 8, 9, 10," Carleen points at a different pegless hole as she says each number. Saraya lies next to her and makes a tower out of pegs (the pegs are the stacking kind). Neither girl gives the marchers more than a brief look.

At a glance, you might sum up this scene as "just another work time." However, we invite you to take a closer look — with the aid of an information-gathering system used by many experienced High/Scope teachers. Like these teachers, you can bring the world of children into sharper focus by discovering the power of **anecdotes.**

In High/Scope programs, anecdotes, short written records of classroom incidents — are written every day by teaching adults. Rather than set aside a specific time to observe children (an impossible or impractical task in a busy early childhood setting), adults integrate note-taking into their normal teaching activities and record anecdotes throughout the daily routine. For example, an adult might pause to jot down a quick anecdote while pretending to eat birthday cake with children in the house area or just after kicking the ball with children outdoors.

If you are new to writing anecdotes, here are some basic guidelines. First, begin your anecdote with some background information to set the scene. For example, most anecdotes start with the date, the time, and the place of the incident, and the names of children involved. The opening of an anecdote about Donald's activities at the bean table might, for example, read something like this: *10-23, Work time at the bean table, Donald....*

For the middle of your anecdote, jot down brief, specific, factual information about what the child did or said (if possible, write down the child's actual words enclosed in quotation marks). Adding to Donald's anecdote, then, we now have this: *10-23, Work time at the bean table, Donald filled a cup with beans and said, "There's rocks in here. This is my coffee." Note that this anecdote now tells us not only what Donald did but also what he said.*

Finally, to complete your anecdote, consider whether the incident has an ending, or an outcome. For example, if Sherry tries several different ways to get her block tower to stand up and is finally successful, it is important for the adult to record that outcome. In the anecdote about Donald, however, there really wasn't an outcome to his activities, so the anecdote is complete as originally written. We could, however, make our task easier by using abbreviations to stand for some of the words. Work time then becomes *WT, bean table becomes BT. The result is a shortened anecdote: 10-23, WT at BT, D filled cup w/beans, said, "There's rocks in here. This is my coffee."* Of course, you may prefer to use another system of abbreviating; teaching teams can work together to come up with their own High/Scope shorthand! (For additional examples of anecdotes written about the children in our opening scenario, and for some High/Scope shorthand ideas, see "Sample Anecdotes.")

Writing anecdotes like these is a precise process that may take some practice. Why go to all this trouble? Because teachers who try this system become firm believers in it. They report that the process of writing and using anecdotes yields a wealth of information on their children, their classrooms, and their teaching practices. Following are some of the ways anecdotes are useful for adults working with young children:

- Anecdotes can help us identify **key experiences** and thus document the learning that is taking place in our classrooms. (For those who are unfamiliar with them, the High/Scope key experiences identify developmentally important behaviors in key areas of growth and learning.) As Donald and Alex worked with the beans, for example, they were pretending, which is a key experience in the *representation* category. As Kayla and Frances discussed their favorite cereals, they were talking about personally meaningful experiences *(language and literacy)*. When Alex picked out the blue beans, he was sorting *(classification)*. By making adults aware of the key experiences children are engaging in, anecdotes strengthen the classroom adult's understanding of both **child development** and **the educational philosophy of the High/Scope approach.** Watching and documenting Megan's painting activities *(representation)* reinforced her teachers' knowledge of the developmental stages of painting. In reviewing Megan's anecdote, they reaffirmed their belief that children first need to explore the paint before they are ready to paint representations of objects. They realized that Megan's explorations with paint were just as significant for her as painting detailed representations might be for another child.

- Focusing in this way on what children are specifically doing inevitably helps classroom adults become more **child-oriented.** As the teacher pauses to write an anecdote, he or she must observe the child closely. The result is valuable information that can guide the teacher's subsequent decisions about how to support the child. For example, the teacher who has just recorded the "marching band" incident might decide to pick up an instrument and join the marchers.

- Anecdotes such as these help us see the children's *strengths.* By contrast, many common approaches to child observation focus on whether children have reached a particular learning goal. Such approaches tend to focus the adult's attention on what the child can't yet do or didn't do. But observational notes that simply describe what children are saying and doing help the observer discover what is important and significant for *the child.* Thus, the anecdote on Megan, instead of pointing out the fact that she didn't paint a recognizable object, helps us see how she explored the paints, put away her smock, and hung up her own painting. Similarly, the anecdote on Carleen helps us note that she counted 10 holes that didn't have pegs in them; it doesn't mention what she didn't do (interact with the other child). In a similar vein, the anecdote on the marchers tells us that they continued with their band for about 10 minutes — the fact that they didn't play quietly doesn't enter into the picture! Such insights on children's strengths are useful not only to classroom adults but also to parents (see "Using Anecdotes with Parents," below).

- Looking at a body of anecdotes gives the team new insights about the **classroom experiences and materials** they are providing. One teaching team found that they had few anecdotes in the movement category of key experiences. This lack of anecdotes made them realize there were few movement opportunities for the children in their program, something they hadn't really thought about before. In discussing the lack of movement anecdotes, the teachers decided to include movement experiences in their large-group times; they also decided to add to the classroom shelves some simple movement props and sound-making materials: carpet squares, scarves, beanbags, a tape recorder, and tapes. Once the team had made these changes, they found that children included more movement ideas in their plans, and team members found themselves recording many more movement anecdotes.

Thus, in so many ways, **anecdotes enable us to see children and the classroom environment objectively.** Regularly recording child observations helps teachers answer questions like these: What are children's interests? What are the strengths of the program? Are we neglecting any child development areas? Are there materials to support all of the key experience categories? What materials and experiences can we add? Are our routines comfortable for children? Anecdotes help teachers put everything in perspective the *child's* perspective. In child-centered High/Scope programs, that's right where the focus belongs!

Using Anecdotes With Parents

Teachers who write anecdotes regularly in their classrooms find that the practice helps to strengthen teacher-parent relationships. When sharing information with parents about their child's day, the teacher can often use anecdotes as a springboard for conversation.

Parents are often eager to hear specifics about how their child's day was spent, and teachers have this information at their fingertips when they have been collecting anecdotes regularly. Because Kayla's teacher, Carol, had recorded an anecdote on Kayla's conversation with Frances about cereal (see Sample Anecdotes"), Carol was able to recall this incident when she talked with Kayla's mother at the end of preschool. For Kayla's mother, this was far more informative than a vague "She had a good day" would have been.

When teachers are in the habit of sharing such anecdotes with parents, parents often reciprocate by sharing stories about what the child has done at home. When discussing the cereal incident with Kayla's mother, Carol found out the name of the favorite cereal Kayla had probably been talking about. Kayla's mother agreed to save the box for this cereal when it was empty, so it could be added to the house area in the preschool

Sample Anecdotes

Here's how teachers used anecdotal notes to record the incidents in the opening scenario:

10-16 WT at BT, Donald filled a cup with beans and said, "There's rocks in here. This is my coffee. "

10-26 WT at BT, Alex picked out the blue beans from the white and red beans and said "Magic beans."

10-26 WT at BT, Donald put beans into the large dino's mouth and said,"T-Rex eats rocks. Myum, myum, myum

10-26 WT at BT; Kayla talked with Frances about cereal. Said, "I like that kind with the holes in it" and "No, not Cheerios, it's different holes."

10-26 WT at easel, Megan covered her paper with layers of paint, first painting the whole page blue, then red, then brown.

10-26 WT Daniel and Steven played instruments and marched around the room. Mark and Victor joined in and they continued playing and marching for about 10 minutes.

10-26 WT; TA Carleen put pegs in the pegboard and then counted holes with no pegs in them: "1, 2, 3, 4, 5, 6, 7, 8, 9, 10."

Take Me Out to the Playground: Covering All the Bases

Catherine Calamari
Field Consultant, High/Scope Foundation,
Executive Director, Discovery Preschool, Belle Chasse, Louisiana

Karen Molinario
Field Consultant, High/Scope Foundation,
Director, Discovery Preschool, Gretna, Louisiana

Outside time is a daily opportunity for children to engage in physical activity with the support of attentive adults. Children continue to construct their knowledge about people and things as they run, jump, swing, slide, bike ride, role play and socialize. As they participate in these vigorous activities, children engage in many key experiences. In this session we will look at ways the adult can help provide children with the props and objects they need to inspire and support outdoor play.

Outdoor Area Materials

From *Educating Young Children* by Mary Hohmann and David P. Weikart, page 145
(Available from the High/Scope Press)

Stationary Structures

- Climbers —
  - jungle gym, net climber
  - trees with low branches close together
- High places —
  - raised platform, low tree house, sturdy crates
  - hills, boulders
  - tree stumps, snow piles
- Swings —
  - commercial swing set, multi-person tire swing
  - rope swing from tree, low hammock
  - spring-based rocking toys
- Slides —
  - commercial slide, hill slide
  - low ramp, low cable ride
  - firefighter's pole, sleds for winter

Balances —
  - balance beams
  - rows of railroad ties, bricks, or
  - rocks arranged in rows
  - (Including parallel rows, curving, and zigzag rows)

Wheeled Toys

Tricycles
Scooters
Wagons
Wheelbarrow
Push vehicles with steering wheels
Strollers, carriages

Loose Materials

Jumping equipment —
  - inner-tubes, trampolines
  - old mattress, leaf piles
  - ropes (to jump over)

Equipment for throwing, kicking, and aiming —
  - balls (all sizes)
  - beanbags
  - low basketball hoop and net
  - pails, buckets, boxes, bull's-eye targets

Building materials —
  - boards of varying lengths
  - slotted plywood pieces (sanded smooth)
  - Styrofoam sheets, boards, packing pieces
  - cardboard boxes
  - twine, rope, pulleys
  - old sheets, blankets, tarps
  - small sawhorses
  - tires, inner-tubes
  - workbench and tools

Sand and water materials (see p.125 ***Educating Young Children*** for additional materials) —
  - sand pit, box, table or tubs
  - sand, pea gravel, shells, sawdust,
  - wood shavings, leaves, pine cones, snow
  - wading pool, spigot, hose, hand pump, flexible tubing
  - spoons, shovels, buckets

Gardening equipment —
  - garden plot, window boxes, tubs with soil
  - watering can or hose
  - gardening tools
  - seeds, bulbs, flowers, plants

Role-play props —
  - boat, car, plane, train, spaceship, tractor, hay wagon
  - dump trucks, bulldozers
  - mounted steering wheel
  - playhouse or enclosure (refrigerator box, dense shrubbery)
  - telephone in playhouse or booth, or on pole
  - mailbox
  - low clothesline, clothespins
  - small working flagpole with flags
  - gas pump handle and hose, empty oil can and spout
  - binoculars
  - helmets, hats, goggles
  - backpacks

Musical instruments —
  - pipe chimes, wind chimes
  - dinner bells, sleigh bells
  - trash-can drums, hollow-log drums
  - slatted fence (to run sticks across)

Art materials —
  - painting canvases made from old sheets, paints
  - paint rollers, large brushes
  - bubbles and bubble wands
  - large-scale weaving frame
  - multicolored chalk
  - clay for imprints of grass, stones, leaves, etc.
  - Food coloring, sand tools, boxes, cans for snow sculpture

How Adults Support Children at Outside Time: A Summary

Adults examine their beliefs about how children learn at outside time.

Adults help children obtain the materials they need.

Adults use work-time support strategies.

- — Adults play with children.
  - — Look for natural play openings.
  - — Join children's play on children's levels.
  - — Play in parallel with children.
  - — Play as a partner with children.
  - — Refer one player to another.
  - — Suggest new ideas for ongoing play.
- — Adults converse with children.
  - — Look for natural opportunities for conversation.
  - — Join children at their level for conversation.
  - — Respond to children's conversational leads.
  - — Converse as a partner with children.
  - — Ask questions sparingly.
- — Adults encourage children's problem solving.
  - — Encourage children to deal with problems and conflicting viewpoints.
  - — Interact with children rather than manage them.
  - — Assist with unresolved conflicts matter-of-factly.

Adults observe nature with children.

Adults bring outside time to a close.

From *Educating Young Children* by Mary Hohmann and David P. Weikart, page 288 (Available from the High/Scope Press)

Worksheets to Workshops: Science in Elementary Education

Jill Claridge
Field Consultant, High/Scope Foundation
Director of Educational Services, Child Study Center, Fort Worth, Texas

This session will provide many materials for participants to utilize in developing activities to take back to their classrooms. From science workbooks, participants will change traditional lessons into exciting learning opportunities.

Notes

(The Elementary Key Experiences for Science may be found following the Table of Contents at the beginning of this volume.)

Alternatives to Taking Away Plan-Do-Review Time

Joanne Dalton
Field Consultant, High/Scope Foundation, Bliss, Idaho

Unfortunately, closing centers or plan-do-review entirely has become a strategy for some teachers to address inappropriate behavior in the classroom. This workshop will focus on alternatives to dealing with children, activity, and behavior while maintaining plan-do-review in the classroom.

The Plan-Do-Review Sequence

History of Plan-Do-Review

During the fall of 1964, Sara Smilansky, an Israeli psychologist who was studying the sociodramatic play behavior of disadvantaged children in Israel, visited the Perry Preschool staff in Ypsilanti, Michigan. During her visit, she proposed a three-part sequence of planning, working, and evaluating by children that was eventually incorporated into the day at the preschool. The sequence, which seemed to make sense to both the teachers and the children and allowed the children to take more responsibility for their learning, was quickly established in the program. Teachers found that the plan-do-review sequence allowed them to build on a child's natural motivation for exploring and learning. It also resulted in more individual attention for the children.

In 1968, the High/Scope educational approach was first used in elementary classrooms as a part of the National Follow Through project. The Follow Through teachers found that the plan-do-review sequence also worked well with elementary-aged children.

Teachers have found that the plan-do-review sequence

- Capitalizes on children's intrinsic motivation
- Increases purposeful, focused activity
- Permits teaching and assessment to be individualized
- Promotes children's feelings of control, competence, and success
- Is an excellent time for children to apply concepts

- Offers varied contexts for social experiences with classmates
- Provides opportunities for children to practice self-control
- Increases the amount of language children use during the day

A plan-do-review sequence takes a total of 50 to 70 minutes each day in the classroom. It occurs at the same time each day, and all children participate. Beginning with a brief planning period, children think about what they are going to do during work time. Planning time leads immediately into work time — a 40-minute block of time when children carry out their plans and teachers act as observers and facilitators, as well as teachers. After a 5-minute warning and then a brief cleanup time, review time comes and children recall and evaluate what they did during work time.

A Potpourri of Elementary Workshop Ideas!

Joanne Dalton
Field Consultant, High/Scope Foundation, Bliss, Idaho

Robyn Kitsutaka
Training and Curriculum Specialist, Child Development Services,
Fitzsimons Army Garrison, Aurora, Colorado

As elementary teachers reach the point of implementing a complete High/Scope daily routine (i.e. plan-do-review sequence and workshop time, there is a demand for various open-ended, multi-developmental level, multi-dimensional workshop ideas. This workshop will provide elements of what a high/scope teacher considers in developing workshop activities in science, math, language, social studies, art, and music and movement.

Notes

(Handouts for this session continue on the next page.)

Elementary Workshop Activity Planner
Title:
Key Experiences:
Materials:
Activity:
Questions:
Extensions:
Source:

Workshop	Key Experiences	Active Learning	Intrinsic Motivation	Multiple Intelligences
1				
2				
3				
4				
5				

Documenting Individualization Strategies in High/Scope Lesson Plans

Linda J. Dubay
Field Consultant, High/Scope Foundation,
Supervisor, EOC Children's Services Head Start, Columbus, Michigan

To meet the Head Start requirement of documenting individualization in lesson planning, a process to organize and cross reference individualization strategies will be discussed. Techniques will be shared that emphasize strengths and needs and avoid planning based on deficits while considering experiences which are valuable for the whole group.

Notes

(Handouts for this session continue on the next page.)

Teacher____________________

DAILY SCHEDULE

	MONDAY	TUESDAY
Individualizing		

S = Story
C = Circle
SG = Small Group
P = Planning
WT = Work Time
CU/R = ClnUp/Recall
L = Lunch
M/M = Music/Movmnt
G/M = Gross Motor

Key Experience____________________ **Week of** _______________

WEDNESDAY	THURSDAY	
		Health/Nutrition
		Multicultural/ Inclusion
		Transitional Songs & Activities
		Safety/Ecology
		Parent Involvement
		Parent Comments, Ideas

Teacher____________________

DAILY SCHEDULE	MONDAY	TUESDAY
15 min Circle & 15 min Music & Movement	Tooth Brushing, Greeting Song, Attendance "What did your family do this weekend?" Sammy, Down by the Bay	Tooth Brushing, Greeting Song, Attendance Jenny Mouse, Spider on the Floor
10 min Planning	Puppets — Choose 1 Name it and Make Plan	Write plan on a seasonal shape
45 min Work Time & Clean Up	Water Table — Blue water Play the freeze for c/u	*Parent in — Play guitar. Add new materials to AA, ribbon, old puzzle pieces
5-10 min Recall	Pretend to wash face or hands while telling plans	Read back plan. "Is that what you did today?
15-20 min Small Group	1) Puzzles 2) Legos Encourage lang development by children	1) Legos 2) Puzzles
10 min Story	Too Many Tamales What is your favorite meal at home?	I was so Mad Discuss feelings.
30 min Lunch	Count all people at table, — boys, girls etc.	Why do we have silverware, napkins, etc?
20 min Outside & M&M	Jenny Mouse Dance to Ethnic Music	Trikes, Hula Hoops Balls
Individualizing S=Story C= Circle SG= Small Group P=Planning WT=Work Time CU/R= Cln Up/Recall L=Lunch M/M=Music/Movmnt G/M=Gross Motor	S - Too many T.L C - Encourage spoken language WT Encourage showing & workg tog 2,5,11,22 C/U Enjoy doing freeze encourage & enhance for everyone M/M Large muscle developm 1,6,8,20 P Encourage 2,4,8,21	C - offer opportunities to take turns 2,5,7,3,22 WT - Encourage literary because of interest in books L - Discuss correct use of utensils 6,12,13,18,23 M/M - Offer chorus to encourage participation 5,8,10 P - Allow child to write

Key Experience____________________ **Week of** ______________

WEDNESDAY	THURSDAY
Tooth Brushing Greeting Song, Attendance,Discussed health care experiences	Tooth Brushing Greeting Song, Attendance, Ring Around the Rosie, Children's Choice
Locomotion Tony Chestnut Split into 2 trains - go to areas - children get off train in area they choose	Let child choose movement (walk, skip, gallop, slide) to go to area of choice
Water Table - Add Bubbles C/U Adults in H.A. to encourage positive S.R.	Rocking Boat Out Sing "Somebody's Cleaning Up the Room"
Draw a picture of where you worked - teacher offers to label	Seasonal Stick Puppets
Paper various textures to cut, tear - "What can we do with these colors?"	Shaving Cream with Food Color
Fire Engine Talk about how firemen help us	Fireman Visits
Discuss favorite activities with family members	Who are you sitting next to? What is your favorite T.V. show?
Review Boundaries Use Parachute	Obstacle course w/ shapes, classroom equip to go OVER, UNDER, AROUND, etc
S.G. Cutting & tearing papers for F.M. skills 24,37 C - Help #54,,7,10,13,26,32 Brush more carefully W.T. observe SR skills of 6,9,31, R - Encourage lang skills 6 M Reassure 12 that they are going home soon	R. Puppets to encourage & enhance language 1 2 3 W.T. Redirect behaviors to positive active 4 5 6 _ _ M/M children's choices & special songs to encourage partic 8 9 10 M/M Gallop, slide - observe skills 11 12 13

Health/Nutrition
Covering our mouth for sneezes, Personal Hygiene
Child brought up visit to DDS (See Weds)Circle
All children encouraged to discuss experience with DDS,Discuss Feelings

Mlticultural/Inclusion
See Mon - "Too many Tamales" - Or bring book in
Parent in to share hobby*

Transitional Songs & Activities
- Sleeping Kittens
- Wilboughby, Wallob
- Line up by cloth colors
- The Train Went into the tunnel

Safety/Ecology
Fireman to visit
Discuss need for Rain

Parent Involvement
Tues & * see above

Parent Comments, Ideas
Parent offered to play guitar for circle

Money: How to Write a Good Proposal

Ann S. Epstein
Senior Research Associate, High/Scope Foundation, Ypsilanti, Michigan

This session will explore what characterizes a good written proposal to obtain program funding. Working in small groups, participants will review a set of sample proposals to determine which ones a funding agency is likely to support. The entire group will then discuss the strengths and weaknesses of the sample proposals to identify those characteristics they want to incorporate into their grant writing. At the end of the workshop, participants will have an outline for a generic proposal which they can adapt in writing their own grant requests.

"Generic" Program Proposal Outline

NOTE: Some funding agencies have a specific outline for you to follow. Whatever format you use, provide the following information in your proposal application.

I. INTRODUCTION

A. ***Attention Grabber*** — Get the readers' attention. Make them care about the subject of your proposal. Use devices such as quotes, a few powerful statistics, strong opening statements, etc. Quickly convince them that yours is a "meaningful" project that addresses a real need.

B. ***Proposal Overview*** — Provide a straightforward statement of what you are proposing to do and what you are requesting from the funder. In one or two sentences, state the content, timeline, and cost of your project.

II. PROBLEM STATEMENT

A. ***Problem/Issue Addressed*** — Clearly state the problem or issues you propose to address. Include a brief literature review, statistics, recent items from the press, etc. How technical this section will be depends on the proposal readers — a peer review panel or a non-technical advisory group. Ascertain the review process and then write for your audience.

B. ***Proposed Solution*** — Briefly state why the project/solution you propose can successfully address this problem.

III. BACKGROUND

A. ***Institutional Credibility*** — Briefly set forth the goal or mission of your organization (including type of services offered, community/population served). Offer "proof" of your institutional credibility and reputation (e.g., research/evaluation results of past projects, testimonials from agencies and individuals served, awards and citations from other professional organizations). Convince the readers that they can trust their money to your organization. (Additional support materials can be included in an appendix.)

B. ***Program Description*** — Give a clear and concise description of your program and the services you offer. Emphasize **distinctive characteristics** and key features that make your program stand out. If necessary, put lengthy descriptive materials and back-up documentation in an appendix.

IV. PROJECT PROPOSAL

A. ***Work Statement*** — State clearly the proposed scope of work, i.e., what you intend to do. For each activity proposed, detail the tasks to be undertaken and how they will be accomplished. Include an evaluation plan to monitor the delivery of services and document their effectiveness. The clarity of this section will impress readers with your capability to complete the work.

B. ***Timeline*** — Indicate how each of the tasks listed in the Work Statement will be accomplished in chronological order. The timeline should show how tasks overlap and flow into one another. Indicate "when" and "what" products will come out of the project (such as client and service records, program manuals, progress reports, evaluation data, final reports.) Avoid promising deadlines that you know you cannot meet. Justify your timetable.

C. ***Staffing*** — Identify the major staff positions in the project, describe the responsibilities associated with each position, and state who on staff will fill these positions. Provide a brief statement of the relevant background of key staff members; attach resumes in an appendix.

V. CONCLUDING STATEMENT

A. ***Final "Charge"*** — The concluding paragraph is the proposal's final "charge." Generate a last burst of enthusiasm for the project.

B. ***Significance*** — Close the circle of your case by referring back to the basic premise of the opening statement. Finish by emphasizing again the significance of the proposed project.

VI. BUDGET DETAIL

A. ***Amount*** — Make sure the amount you propose fits within the funder's guidelines.

B. ***Content*** — The budget categories and specific activities (such as staff salaries, travel, printing costs) should follow logically from the work plan detailed in section IV.

General Pointers Regarding Style

Remember that proposal reviewers often read many proposals at the same time; after a while brains may overload and proposals can blur together. You want your proposal to be both **readable** and **memorable** — make the reviewers' jobs straightforward yet interesting. Anticipate questions and potential areas of confusion; do the work for them. Some pointers:

- ***Language***. Use **clear** and **simple** language to communicate your points. Avoid jargon. But remember that simplicity need not be boring. You can make elegant and impassioned statements with uncluttered prose.
- ***Organization***. Be organized. Lead the readers through the proposal. Label each section and arrange the sections in logical order. Use lists, charts, and formatting devices (side headings, boldface, italics, and so on) to clarify and highlight major points.
- ***Optimal redundancy***. Use "optimal redundancy" or the right amount of repetition of major points. Don't assume that readers will remember on page 3 a key fact you stated on page 2. Play it safe and repeat (in slightly different words) the central ideas you want the proposal readers to retain about your project.

GOOD WRITING AND GOOD LUCK

Responding With Logical Consequences When Everyone Is Screaming

Betsy Evans
Field Consultant, High/Scope Foundation,
Director, The Giving Tree Preschool, Gill, Massachusetts

Children express their strong feelings and needs in physically and verbally hurtful ways. This workshop will explore why and how this happens. Participants will discuss why it is important to use strategies that are both responsive to children's feelings and logical for children's needs. We will explore the difference between logical consequences and punitive consequences, such as time out. The research supporting logical consequences will be described.

Punishment: What Does It Teach?

By Betsy Evans

From *High/Scope Extensions*, January/February 1996, Vol. 10 No. 4
(To subscribe to *Extensions*, contact the High/Scope Press.)

- *At lunchtime, Liana asks for more "pasgetti." Should the adult say, "You should know better!" and send Liana to the time-out area?*

- *Kazu, preparing to go outside, puts his boots on the wrong feet. Should the adult tell Kazu that, because of his mistake, he must stay inside to "think about it"?*

- *Louise holds a marker in a fist-like grasp instead of correctly positioning it between her thumb and index finger. Should the adult take the markers and put them away until Louise "learns to do it right"?*

Most early childhood teachers would agree that children certainly should not be punished for making mistakes like these or for lacking particular skills.

Yet when children make *social* mistakes — when they quarrel, hit and kick, or "lose it" because they can't solve a problem — it's common for early childhood teachers to respond with punishment. When a child's social behavior is unacceptable, they may send the child to the time-out chair, exclude the child from outside time, or take a toy away.

Consider this example: At outside time, Luke and Lawrence are both pulling on a new stroller, hitting each other, and shouting. Should the adult punish Luke and Lawrence?

In a High/Scope program, the answer to this question is no. Punishing children for their social mistakes is inconsistent with our commitment to active learning. Teachers in High/Scope programs know that children learn best when they are intrinsically motivated and are actively involved in learning new skills. If Luke and Lawrence are removed from the situation and punished, they will not develop the skills they need to approach the problem more constructively the next time it occurs. During this moment of conflict, however, the children's keen interest in the stroller means they are highly motivated to find a more constructive solution to their problem. Punishing Luke and Lawrence might solve the adult's immediate problem of restoring order, but such an approach will not support the children's need, at a critical moment, to begin to acquire new social skills.

Later in this article we will consider alternative responses to Luke and Lawrence's dilemma, but first it is important to consider *why* adults punish and the implications of punishment for children.

Why Adults Punish

When it is clear that conflicts like these result from children's immaturity, why do many adults use punishment for the Lukes and Lawrences in their programs?

There are many reasons why adults punish, and the reasons vary with each adult – child situation. The most common is that most adults simply have no other model for dealing with children's unacceptable behaviors. Research informs us that children who are punished often become adults who punish. Having had no role models for constructively communicating strong emotions such as anger and frustration, adults do what they have seen modeled — they respond to the "out-of-control" child by taking over control. Instead of helping the child learn to be more "in control," these adults respond by venting their own strong feelings.

Another reason why adults punish children is that they feel a strong sense of responsibility for children's behavior. They fear that if they do not respond to the offending behavior firmly enough, with a sufficiently memorable consequence, the child may be tempted to repeat the behavior. They may express the fear that if an "impression" is not made, the child may grow up to be "bad," possibly even becoming a criminal.

Unfortunately, however, punishment often doesn't help the preschooler remember how to behave more acceptably. Since young children have difficulty holding more than one thought in mind at a time, children who are punished may remember only the fright or resentment created by an adult's anger or may only retain the message that they are "bad" or "naughty."

Punishment and Behavior Change

Even if the child does realize that a particular behavior is not acceptable, the punishment may still not have a *lasting* effect. Punishment usually results only in short-term changes in behavior because the child's *desire* to repeat the offending behavior has not changed, even though the child has outwardly complied with the adult's wishes. As a result, maintaining the new behavior requires a punitive *system*, in which punishment, or at least the threat of it, is repeated over and over. Popular child management techniques such as "time out" and "1–2–3 magic" are examples of punitive systems that rely on such cycles of punishment.

Such systems are popular, because punishment (and its partner, reward) do appear to work, at least in the short run. Children are easily manipulated by promises, stickers, sweets, the loss of "goodies" or privileges, or threats of possible isolation in a time-out area. Yet such punishment – reward systems do little to help children learn how to express needs and feelings or to resolve problem situations more appropriately.

To help children begin to develop these important social skills, we need to adopt an active learning approach, in which **child choice** and **initiative** are essential elements of the learning process. New social behaviors are likely to be acquired permanently only when children can choose to engage in them independently, without adult coercion. Punishment and reward alike result in *mindless obedience*. Because the child who has been punished or rewarded has not chosen the new behavior freely, but has simply adopted it to avoid punishment or to gain a reward, he or she will only repeat the desired behavior if the adult continues to use external motivators such as bribes, threats, or punishments. As a result, the child becomes dependent on the adult for the motivation to behave constructively. As Jean Piaget wrote, "Punishment renders the autonomy of conscience impossible." The child never internalizes the desired behavior, because he or she has never made a *conscious choice* to engage in the behavior.

It is important, too, to evaluate punishment from the perspective of our basic educational goals. What do we want for children? When teachers who are learning the High/Scope approach are asked this question, they most often respond that they want to encourage children's independence, creativity, problem solving, social adaptability, and risktaking. The development of these capabilities is valued and supported throughout all parts of the High/Scope daily routine. In the High/Scope approach, problem situations as well are seen as valuable opportunities to develop these same capabilities. From this perspective, children's mistakes and problems are critical experiences that concretely demonstrate to children their need for a new skill. Children miss out on the opportunity to explore and learn from their mistakes if they are placed in the time-out area as soon as a problem arises.

Alternatives to Punishment

What, then, are the alternatives to punishment? An effort to respond to children's social mistakes should include *prevention strategies* as well as *interaction strategies*. All of the components of the High/Scope learning environment and daily routine are effective in preventing social problems and mistakes. In addition, the steps in High/Scope's problem-solving approach to conflict (see pages 23–28 of High/Scope's 2-Day Workshop Guide) can be very useful in resolving the conflicts and problems that will inevitably arise despite prevention efforts. The goal of this process is to help children find and *consciously choose* alternative, positive ways to express needs and solve problems. During this process, children's feelings are sensitively acknowledged, their ideas are respected, and solutions are chosen by the children with the support of the adult.

Here's how this process was used to assist Luke and Lawrence, the two children fighting over the stroller who were described at the opening of this article:

During work time Luke and Lawrence decide simultaneously that they want to use the stroller. Shouting loudly, they alternately pull at it and hit each other.

Hearing the commotion, Rachael, the teacher, approaches them, kneels down so she can be at their level, and gently puts her hands on each of them, stopping the hitting. She says, "Luke, you look angry and Lawrence, you look angry, too. It's not okay to hit when you are angry, but we ***can*** *talk about what is making you feel upset." The children quiet down and look at Rachael. Continuing in a calm manner, Rachael asks, "What seems to be the problem here?"*

Luke says, "I had it and I want it!"

Lawrence says, "I want it!"

Rachael continues to acknowledge their feelings. "So, Luke, you want the stroller and Lawrence, you want the stroller, too. The problem is that you both really want this stroller. Hmmm, I wonder what you could do to solve this problem?"

Both children are silent, and Rachael waits. (Though it is difficult to wait for the children's suggestions, Rachael has learned through experience that her patience at times like these is very important.) Suddenly Luke's face lights up and he says, "We could buy a new one!"

Rachael, remembering that she is supporting the exploration of ideas, replies, "I wonder how that could happen?"

Luke thinks for a moment, and then curls up his nose, and says, "Nah." Other ideas are explored — making a stroller, using the stroller together — but Luke and Lawrence do not agree on either of these.

Finally a child playing nearby offers, "They could take turns." Luke responds excitedly, "Yeah, I could push the stroller all the way down to the wall and back and then give it to Lawrence. He can do it, then give it back to me!"

Rachael restates this, making sure both children agree to this idea. They do agree, and they take turns for the rest of work time.

During the next week, Luke and Lawrence have another conflict over a favorite toy. Rachael reminds them that they have solved a problem like this before. Luke replies, "Oh, yeah, we can take turns like with the stroller."

This example demonstrates how effective the steps in problem solving can be. Sometimes, however, because of limited time or because the emotions of the adult or child are so strong that problem solving will not be productive, it may be best to postpone your problem-solving discussion. In this case the adult can make a simple "I" statement that states his or her feelings, gives reasons, and gives limited choices. For example (to Luke and Lawrence), "I feel worried because pulling on the new stroller may break it. Because it's time for cleanup, we don't have time to solve this problem together. We will talk about how to take turns with this after lunch. Your choices now are for the three of us to put the stroller away together or for me to put it away."

Whether problem solving occurs right away or at some later time, it offers an effective alternative to child management systems based on punishment or external rewards. As children solve problems together and engage, *by choice,* in new ways of interacting, they find that successful problem solving has its own rewards.

Exploring the Problem Solving Approach to Conflict Resolution with Toddlers

Julie Franconi
Field Consultant, High/Scope Foundation, Grand Rapids, Michigan

This workshop explores the use of negotiations skills in the toddler room. Using Key Experience Anecdotes, participants will decide when to begin the problem solving process, and which elements to use based upon developmental abilities.

Notes

(Please refer to the High/Scope Infant and Toddler Key Experiences, which may be found following the Table of Contents.)

A Look at What Networking Can Do: California High/Scope Educators

Katie Gerecke
CHSE Board Chair, Mt. San Antonio College ECD Faculty, Private ECD Consultant,
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Patricia Pruden Welch
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Sandra Pulido
CHSE Board, Chair-Elect, Associate Director, International Institute of Los Angeles,
Los Angeles, California

Pam Weatherby
CHSE Board Secretary, Teacher of Preschool/Kindergarten Communicatively Handicapped and
Learning Handicapped, Mentor Teacher, Ontario/Montclair School District,
Ontario, California

This workshop presents the developmental stages of CHSE, a regional organization of High/Scope trainers and others interested in High/Scope. CHSE members support and promote their commitment to High/Scope concepts, the community, and one another. This independent association presents low-cost, accessible training workshops for classroom teachers and interested persons and maintains up-to-date contact with the High/Scope Educational Research Foundation.

Worksheet for Organizing a Local High/Scope Group

1. Exploration

   Assessment:

   Defined need:

2. Possible Key Organizers: (Include yourself)

3. Supportive Local Agencies:

4. Target Population: Who?
How many?

5. Location of Target Population:

Distances to be Considered:

6. Central Meeting Place: (If distances are far, consider meeting within an already existing conference or other related meeting.)

7. Kick-off Meeting: (Describe)

8. Mission Statement:

9. Goals:

1.

2.

3.

10. First Project Proposal:

California High/Scope® Educators

Our Mission

Our purpose is to provide an avenue of networking among persons interested in the High/Scope approach and to serve as a vehicle for communication between the High/Scope Foundation and the local Child Development programs. We will encourage the implementation of the High/Scope educational approach and maintain the quality of High/Scope training.

CHSE, How It Started?

CHSE was formed in 1986, when a group of 12 endorsed High/Scope trainers met to establish a networking organization.

At that time four "Training of Teacher Trainers" (TOT) projects had been completed in Southern California. Newly endorsed trainers wanted a way to support each other, stay current with information from the High/Scope Foundation and receive further training.

They also wanted a way to provide workshops to those in the ECE field who were interested in learning more about the curriculum. With those goals in mind, CHSE was formed.

Since that time CHSE has tried to do its best to meet the needs of its members. In the Spring of 1991 CHSE was also able to help a new branch form in San Diego.

Benefits To Members

Workshops:

- Discounted fees on all CHSE workshops and conferences.
- Lectures/Presenters who are leaders in the field of Early Child Development, particularly in the area of High/Scope. Examples are Michelle Graves, author of *The Teacher's Idea Book* and Joanne Dalton, High/Scope field consultant, Multicultural Issues.
- Convenient, semiannual Saturday morning workshops at convenient locations throughout the area.
- Complementary membership breakfast each April when new board members are elected.

Newsletter: *"Connections"*

- Updates on CHSE Board proceedings/ events.
- Updates from the High/Scope Foundation in Michigan.
- Helpful hints from others working with the High/Scope educational approach in diverse settings.

Career Growth:

- Opportunity to present workshops.
- Opportunity to serve on the CHSE Board.
- Opportunity to network with other professionals.
- Opportunity to stay informed on Child Development and High/Scope issues.

Where Do We Go Now?
Workshops in the Intermediate Grades

Linda Gonzales
Multi-age Intermediate Teacher, West Point School, West Point, California

Jennifer Minton
Multi-age Primary Teacher, West Point School, West Point, California

What happens when a school wants to extend High/Scope into the Intermediate Grades? Explore some of the workshops (both successful and learning experiences) used in a multi-age intermediate grade classroom.

Notes

Planning Around Children's Interests

Michelle Graves
Consultant, High/Scope Foundation, Ypsilanti, Michigan

This workshop will examine ways adults use child observations as a guide in working with children during plan-do-review and small-group and large-group times.

Planning Around Children's Interests

By Michelle Graves

(From *High/Scope Extensions*, May/June 1996, Vol. 10, No. 6)
(To subscribe to *Extensions*, contact the High/Scope Press.)

For the past few weeks, Rachel has been engrossed in making things with string, One of her favorite work time activities is making "**Home Alone** traps," which she creates by attaching string to the classroom climbing structure and winding it around a closet doorknob several feet away. She continues winding the string back and forth between the structure and the doorknob until she has many layers of string. Then she hangs toys from the string layers "so there will be noise if someone tries to open the door." Rachel has also used string at the art area, creating interesting effects with paint by using pieces of sting as paintbrushes. Today at work time, she finds a new use for string; she cuts three lengths of string, gets out three brightly colored wallpaper scraps, and tapes one to each piece of string. When she finishes, she takes her work to the teacher and says, "Help me make a mobile so I can take it to Jeremy's school crib." (Rachel has a baby brother who has just joined the program's infant room.)

* * *

Leah and Megan, who are pretending to be dogs, crawl into the block area where Daniel and Victor are building. They crawl up to Daniel and Victor and make loud barking noises. Daniel says, "You need a dog house," and he and Victor begin reshaping their block structure so it encloses Leah and Megan. The girls continue to bark and howl. Soon Alex comes over and says, "Hey, let's have a dog show." He goes to the art area and returns with paper, scissors, markers, and tape for making "prize ribbons." While he is working, Daniel and one of the teachers join in making ribbons.

As Rachel experiments with string and Megan, Leah, Daniel, Victor, and Alex create a play "drama" centering on dogs, they are expressing their personal interests and ideas. While these interests reflect general play preferences that are typical of preschoolers (pretend play, making and building) the *specific form* these interests take on this particular day is unique to these preschoolers.

Learning how to plan and teach based on such unique child interests is the focus of this issue of *Extensions*. To many teachers who have already set up their classrooms and daily routines around High/Scope guidelines, the notion of "planning around children's interest" may seem obvious. "Of course we plan around children's interest," they may say, pointing to an environment designed around activities that preschoolers typically enjoy. "We have role-play materials, blocks, a sand table, lots of books and small manipulatives, computers, and a great playground. What more could we possibly do to plan around children's interest?"

Planning: From General to Specific

These teachers, of course, have planned in a **general way** around the interest of children. When we organize our classrooms into interest areas, we are using what we know about child development to choose materials that will be attractive and engaging to preschoolers. Within this environment, the plan-work-recall sequence and other elements of the High/Scope daily routine give children countless opportunities to pursue their personal interests. But setting the stage for children's choices in these ways is only the **first step** in planning around children's interests. This article looks at the **next step**, the process of examining the **specific interests** children are expressing in their play and making plans to support and build on these interests. By building on these specific child interests, adults encourage children to expand the depth and complexity of their play. In these expanded play experiences, children use and strengthen a wide range of social, intellectual, and physical abilities.

If we look again at the two play examples that open this article, we can learn many specific things about the children's interests. Rachel is interested in making traps like those she saw in a movie, in working with string and paint, in crib mobiles, and in her new baby brother. The children in the other scenario are interested in dog shelters, in dogs who do a lot of barking, and in pet-show prizes. The teachers who worked with these children attended to these particular details in developing strategies to support children's learning during these play experiences and during related play experiences on the days that followed.

Next we present some strategies you can use to plan around the particular interest of children in your classroom.

Strategies for Building on Children's Interests

Take notes on your child observations to gather specific information on children's activities. To support children's interests, you have to know what children are doing in the most specific terms possible. Documenting your child observations daily through anecdotal note taking helps you remember the details of children's activities and enables you to share what you've observed with your teammates. Anecdotal notes are brief capsule summaries of a child's behavior during a specific incident. They include information on the activity and materials the children chose, how they worked with the materials, the language they used, and how they interacted with peers and adults. For anecdotal note-taking hints, see *Extensions*, November /December 1994.

Meet daily to share and interpret your observation with your team members and to make plans for the next day's program based on your observations. Daily meetings are a necessity for teammates to stay attuned to children's shifting interests and their needs for support.

Use a child development framework to interpret your observations and learn more about how individual children's interest relate to their abilities. The various **High/ Scope key experiences** identify the specific cognitive, social, and physical abilities that are emerging in the preschool years. By looking at a child's play interests in terms of the key experiences, adults learn which abilities are reflected in a child's actions at a given time and garner ideas for supporting the further development of these abilities. In the pet show example, the children's teacher had the key experiences in mind as she worked alongside the children, pretending to get ready for the pet show. Hoping to learn more about the children's thinking in relation to pet shows, she casually remarked, "I wonder what kinds of prizes the dogs will be awarded." Daniel then suggested that prizes should go to "the loudest dog" and "the one that sleeps the most." Then, after the ribbons were completed, Alex asked the teacher to write Daniel's words on the ribbons. Because of her familiarity with key experiences, the teacher recognized that Daniel and Alex were using **classification** and **language and literacy** abilities as they formulated their ideas for dog prizes. Thus she continued to support this activity by encouraging them to come up with additional ideas for prizes, by assisting them in writing their words on the ribbons, and by supporting their interest in writing during other parts of the daily routine.

Use adult-child interaction strategies in support of children's play interests. The verbal and nonverbal strategies you use as you work directly with children communicate to them the importance you place on the play interests they are expressing. In the example above, the teacher's nondirective comment about prizes is an illustration of effective use of an adult-child interaction strategy to encourage a child to elaborate his ideas. For further suggestions on using these communication strategies to support children in developing their interest, see following article.

Add materials to the classroom and outdoor play area to support children's interest. These additional materials may enable children to expand their thinking by adding details to their artwork or role play or by repeating a familiar process with a new material. Observing her interest in tying and stringing, Rachel's teachers added a simple loom and weaving materials to their center, as well as wooden dowels and plastic coat hangers for making mobiles. Similarly, the teachers who worked with the pet-show players added additional prize-related materials to the art area. These materials included award certificates (both used and blank), strips of satin and velvet ribbon, hole punches, cardboard discs, safety pins, and paper clips.

Incorporate your observations of children's interests as you plan experiences for the adult-initiated parts of the day — planning and recall times, small-group time, large-group time. For example, in Rachel's classroom teachers used her interest in "Home Alone traps" (an interest she shared with several other children) as the basis for a **planning** strategy. The teachers tied several small toys to a string so that shaking the string made a jangling noise. As the other children covered their eyes, the child whose turn it was to plan carried the "trap" to the area she planned to work in and then shook it. The other children then tried to guess where the sound came from. Once the correct interest area was guessed, the child described her plans, Similarly, after the pet-show pretending described above, teachers developed a related strategy for the next day's planning time. Using heavy paper and strips of ribbon, they made interest area symbols that looked like prize ribbons. They asked individual children to select the prize ribbon that stood for the interest area they planned to work in and then to discuss their plans. Rachel's teacher also planned a **small-group experience** to build on Rachel's interest in tying and stringing, an interest which quickly spread to other children in the classroom. The teachers planned this experience for outdoors, providing the children with yarn, string, and crepe paper streamers. The children enjoyed weaving the materials in and out of the links in the chain-link fence; some children tied them onto the slide, the tree house, and other playground structures.

Use the interests of individual children as a springboard for introducing new ideas and experiences to the rest of the group. All educators wrestle with the issue of how to introduce new experiences to children. We find that introducing a new play idea that another child has already experimented with in the classroom makes the activity especially attractive and engaging to children. After observing the pet-show play, the teachers planned an imitation experience for **large-group time** that built on the **classification** language Daniel and Alex used when they discussed the pet prizes. The teachers asked individual children to take turns naming a pet and providing a title it might win at the pet show, for example, the dog who is the loudest barker, cat with the softest fur, squirrel who is the fastest nibbler. As each child shared an idea, the group acted it out. The ideas the children generated enabled their teachers to understand and record additional information about the children's abilities in the areas of **classifying, naming attributes, and initiating ideas.**

* * *

In this article, we've outlined an approach to planning in which teachers incorporate their observations of children's interests into every aspect of the preschool day. Why is planning around children's interest so important? When we focus on the interests children reveal through their actions and language, we are learning about the activities and experiences that offer them the greatest opportunities for learning. As teachers, we need to know and use the details of children's interest if we are to be effective supporters of their social, intellectual, and physical development.

Supporting Children's Interests "Moment to Moment"

Teachers who are planning around children's interests (instead of around weekly themes like dinosaurs, spring, colors, or numbers) often wonder how to interact with children to support the interest they are expressing through their play. In the High/Scope approach teachers use a variety of

interaction strategies to encourage children to expand on their play interests. These are "on-the-spot" communication techniques that teachers use to respond to what children are doing from moment to moment. Here are some suggestions for making the most of such interactions:

- **With your team member, begin by examining your own interests, preferences, and attitudes about working with children during different kinds of play.** For example, Laila and Sue, the teachers who worked with the children in the pet-show example (above article), discussed some of their attitudes about different kinds of play during one day's team planning session. Laila said she felt quite comfortable crawling on the floor and imitating animals with the children, while Sue was less comfortable with this kind of play and preferred to interact with children who were working with art materials. Thus, when the pet-show play arose several days later, Laila assumed the role of a dog, barking and howling with the other "dogs," while Sue sat and worked side by side with children as they made their prize ribbons. Though Laila and Sue often assumed these preferred roles while working with the children, each teacher also gradually learned new interaction techniques by watching a teammate's enthusiastic and skilled support of a particular kind of play.

- **Wait until children invite you to be a part of their play.** Start by simply observing a child at play. **If you wish to join the child, try playing alongside, imitating the child's actions.** This simple technique sends children the message that their play has value and opens the door for children to invite you into their play when the time seems right to them. Consider the example of Rachel (above article) the child who often chose to wind string around classroom structures. To support Rachel's actions, her teachers took turns working next to her, winding string around other nearby objects. Often the only verbal interactions that occurred were simple requests from Rachel, such as "Pass me the scissors"; sometimes, however, Rachel would ask the teacher, "Let's make a big trap together."

- **Talk to children in ways that relate to their chosen activity, waiting until there is a natural opening before jumping in and beginning a conversation.** Rather than ask questions, make a specific comment or observation about the child's work. This will communicate your interest in the child's ideas without pressuring for a response. For example, after Alex announced his idea for a dog show and came back to the block area with art supplies to complete his plan, his teacher said, "Alex, I heard you say you wanted to have a dog show, and now I see you carrying a lot of art materials."

- **Don't jump to conclusions about the nature of the children's play. Instead, encourage the child to clarify her ideas.** Then listen carefully, acknowledging what the child says. This way, you'll **avoid taking the play in a new direction not intended by the child.** When Rachel asked for her teacher's help in making a crib mobile for her brother, her teacher simply asked, "A mobile, you want to make a mobile?" pausing for a moment and waiting for more information about Rachel's understanding of what she needed. This encouraged Rachel to explain, "Yeah, that stuff that hangs over his head."

- **Encourage children to discover ways to find their own solutions to the problems that will naturally occur as they pursue their ideas.** Rachel's teacher saw that Rachel had created all the hanging pieces for her mobile, and had attached strings to them, but needed to hand them on something. Instead of "taking over" by instructing Rachel in the next step, she elicited Rachel's explanation of what she meant by a mobile ("that stuff that hangs over his head"). As a way of encouraging Rachel to think further about the problem, Rachel's teacher then commented: "So, you need to hang these things from something?" "Yes," Rachel answered, "you find it." the teacher then suggested that they look through the room together to find something that might work, and Rachel eventually decided to tie her creations to a paper towel tube.

- **Rather than praise children ("Oh, what beautiful ribbons — you did a good job!), make a specific, nonjudgmental comment on a child's effort ("You worked a long time on making the ribbons").** Comments like these convey your support for children's efforts; at the same time they encourage children to evaluate their own work rather than rely on the adult to judge its value.

Storytelling with Persona Dolls

Debbie Handler
Field Consultant, High/Scope Foundation, Colleyville Texas

Come discover Persona Dolls and their uses for storytelling. The stories are based on real life issues that are important to children.

> *Be calm;*
> *dry the living springs that fill*
> *your children's eyes.*
> *Console them with stories."*
> From Greek play "*Heracles*", Lines 97-102
> Translated by Gilbert Murray

Adopting Your Persona Doll

1. Choose a doll. Develop the identity of the persona doll. (i.e. culture, language, extended family, where they live, family structure — parents & siblings, names and ages.) Be aware of any possible stereotypes that you included in the life history. Dolls should reflect the children in the classroom.

2. Name the persona doll. Develop personality characteristics of the persona doll.

3. Identify possible anti-bias issues in your classroom.

4. Your persona doll can help address these issues and be used as a problem solving tool with your class. (For example, a child in a wheelchair is enrolling in your classroom. A persona doll in a wheelchair could help the children in your classroom understand issues involved.)

Telling the Story

The stories associated with the persona doll are based on real life issues that are important to children. It can vary from a child taking a toy away to a child losing a parent.

Introduction: The first time you introduce the doll, you will tell the doll's identity and life history. Once the children are familiar with the doll, you will only need to remind them of a few characteristics.

Problem Set-up: Let the children know that there is a problem that needs solving.

Identify Feelings: the ability to identify feelings and understand how actions make others feel are part of the process of using persona dolls.

Problem Solving: Ask the children to help solve the problem.

Solution: Always come up with an ending that resolves the problem for the persona doll taken from the suggestions of the children.

The Family Partnership in a High/Scope Preschool

Brenda L. Hanthorn
Field Consultant, High/Scope Foundation
Preschool Teacher, School District of Lancaster, Field Consultant, High/Scope Foundation,
Manheim, Pennsylvania

Programs cannot adequately meet the needs of children unless they also recognize the importance of the child's family and develop strategies to work effectively with families. This session will share information about these programs being implemented in a High/Scope certified preschool classroom.

The Family Partnership in a High/Scope Preschool Classroom

Workshop Goals:

- Recognize the importance of fostering a partnership with families in a preschool setting.
- Demonstrate ways to include families in their child's education.
- Develop an implementation plan for developing a partnership with families.

Why Do We Need To Connect With Families?

- Parents are a child's first and most influential teacher.
- A family equipped with additional knowledge and skills enhances its role in each child's learning process.
- Parents and educators working as partners in the educational process can benefit the child, the family and the learning institution.
  - educators educate better
  - parents parent better
  - children develop and learn better

Keys To a Successful Partnership With Families

1. Confidentiality
2. Accept each family where they are and empower them to meet their needs.
3. Incorporate the five ingredients of active learning:
   - materials
   - manipulation
   - choice
   - language
   - support

4. Incorporate appropriate interaction strategies
5. Focus on family strengths

Guidelines for Group Meetings

1. Identify the purpose of the meeting.
2. Select a meeting format that supports the purpose.
3. Select an easily accessed meeting site.
4. Select a site where child care can be provided, if needed.
5. Provide beverages and/or snacks.
6. Plan an "ice breaker" to help people to feel comfortable.
7. Greet parents as they arrive.
8. Explain the purpose of the meeting and the agenda.
9. Include child development information.
10. Include the five ingredients of active learning:
    - materials
    - manipulation
    - choice
    - support
    - language

Benefits of Group Meetings

- A way of sharing child development information with parents
- Enable families to exchange information, successes and concerns in parenting
- Encourage parents to support and learn from one another

Additional Connections with Families

- Family field trips
- Classroom volunteers
- Newsletters
- Phone calls
- Personal notes
- Face to face communication

Suggested Readings:

Activities for Parent-Child Interaction, High/Scope Press, 1982
Extensions, January/February 1992, "The Parent-First Approach to Home Visits".
Extensions, March/April 1996, "Talking With Parents About Play and Learning".
Caring Start Kit, High/Scope Press, 1996.
Getting Involved, Workshops for Parents, High/Scope Press, 1984
Involving Parents: A Handbook for Participation in Schools, High/Scope Press, 1984.

Parents & Preschool, High/Scope Press, 1980

The Parent Project: A Workshop Approach to Parent Involvement, James Vopat, Stenhouse Publishers, 1994.

"Involving Families in Active Learning Settings.", High/Scope Press, 1995, Hohmann, Mary & Weikart, David P.

Educating Young Children, Chap. 3, High/Scope Press, 1969-1987.

Working With the Challenging Child

Dan Hodgins
Field Consultant, High/Scope Foundation
Coordinator Early Childhood Education, Mott Community College, Flint, Michigan

This session will focus on positive behavior, stopping conflicts before they start; help children solve their own problems and effectively look at coping skills for the challenging child in your classroom.

Resolving Conflicts Through Negotiation

1. Help child/children identify problem(s).
2. Encourage child/children to say what they feel.
3. Restate ideas.
4. Help child/children come up with a solutions.
5. Help child/children select a solution.
6. Help child/children carry out their solution.

Supervising A Fight

I. An adult gives immediate attention, stays within an arms length, signals other adults to watch other children.
II. An adult stops any hurting by stepping in between; puts a hand between fighters and says "stop", and asks "Do you both want to play this game?" If not you can say "stop!"
III. If one child says "stop", adult needs to reinforce by saying "I heard Patrick say "stop".
IV. If both children say yes, adult steps back and remains an arms length away.
V. Wait until one child displays a wish to stop. Step in and again ask, "Do you both still want to play this game?". Usually the victim wishes to stop.
VI. If hurting looks like it is happening and the victim doesn't want to indicate stopping, the adult stops the fight and says "I can't let you hurt each other. Let's find another solution".
VII. Help children come up with other solutions (three are best). Have them pick one to try.

What to Do With the Traumatized Child?

A. Provide a consistent protector
B. Share soothing skills
C. Spell out expectations (no surprises)
D. Respect a "rest cycle"
E. Consistent framework or routine
F. Use transitions
G. Use visual cues
H. Verbalize and label fears
I. Demonstrate empathy
J. Provide developmentally appropriate practices
K. Avoid feelings of failure
L. Avoid power struggles
M. Create avenues for belonging

Notes

COR-PC and COR-Mac: The Computerized Versions of the High/Scope Child Observation Record

Charles Hohmann
Elementary Curriculum Coordinator, High/Scope Foundation, Ypsilanti, Michigan

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

A hands-on training session for those interested in using the computerized version of the COR: the COR-PC and the COR-Mac. Designed for people with little or no computer experience, the main features of the COR-Mac and the IBM compatible COR-PC will be covered. Working at individual computer stations, participants will start up the COR-PC and COR-Mac, add class information, enter and score anecdotes, print out child or classroom summaries and graphs, and make parent reports, all in our own COR-PC and COR-Mac lab. Remember, this session is a training session for the COR-PC and COR-Mac, not a session on the COR itself.

Note: You must preregister for this session. Space is limited. Please preregister at the Conference Registration Table for one of the three scheduled offerings on Thursday, if you have not already done so. An additional materials fee of $20.00 covers the added cost of the computer facilities; however, $10 of this fee may be credited towards the purchase of the COR-PC software box — **limit: $10 per box.**

Anecdotes to Enter on the COR-PC/COR-Mac

1. Outside, put all the large rocks in one pile and all the small rocks in another, telling Stevie, "These ones are still too small."
2. At clean-up time, put all the dress-up clothes back on the hooks without being asked.
3. At greeting circle, told Beth, "My book is a little bit bigger," when really it was the smallest book.

4. At snack, told Becki about going to the grocery store and buying a "surprise secret cake" for her mom's birthday, and about how she made the placemats for the party.

5. At planning, told Beth, "Well, I want to make a bow and arrow, but first I have to find a good stick and then cut the yarn and tape it to the end of it to make it stay on the stick part."

6. At work time, built a "house" with a "porch, baby room, sidewalk, and window" out of the large hollow blocks.

7. Outside, asked Jaleesa if she wanted to play with her on the tire swing.

8. At work time, patted on her knees to the beat of the Sneaky Snake music she put on the tape recorder.

9. At small group time, counted out 6 pegs from the basket.

10. At work time, told Paul, "That makes me mad!" when he knocked over her block tower.

11. At small group time, made up a story "All about my family." Wrote the words "MOM," "DAD," and "ARVO" in her book.

12. During work time, tried to get her dress-up skirt to stay up, first pulling it way up to her armpits, then tucking it into her pants, and finally using masking tape and taped it to her shirt (and was successful).

13. Outside, told Sam, "Teacher, she took my bike and I want it back."

14. At work time, painted a picture of a "scary monster" with a "head," "body," and "scary teeth."

15. Zipped up her own coat before she went outside.

16. At work time, in the house area, told Julia, "Not there, look behind that blue dress," to find the yellow lunch box.

17. At work time, picture read the *Are You My Mother?* book to L.J.

18. At work time, told Becki, "Teacher, will you come and play with us? You could come and visit our cabin and we'll make you some supper."

19. At work time, threw beanbags up in the air and caught them.

20. Told Sam she wanted "some cheese" but "not any crackers" at snack time.

21. At work time, arranged five crayons on the floor from largest to smallest.

22. At work time, took all the blocks off the shelf, got a blanket and a pillow, and put them on the shelf. Climbed on the shelf and said "SHHHH, now I'm going to take a little nap in my bunk bed."

23. At large group time, told Beth, "I want to sit by Douglas. He's my best friend."

24. Came into school saying in a high voice, "Meow, I am a baby lion and I'm gonna be in your school today," and crawled over to the greeting circle area.

25. Followed Becki's two-part verbal directions to put her hands on her head and then her knees, her ears and then her feet.

"Language and Literacy: Hot Topics, Key Experiences, & Workshops"

Charles Hohmann
Elementary Curriculum Coordinator, High/Scope Foundation, Ypsilanti, Michigan

Linda Toren
Field Consultant, High/Scope Foundation,
Teacher, Director, California Reading and Literature Project,
CSU Stanislaus, Turlock, California

How do current practices and research related to High/Scope philosophy and practice in relationship to developmentally appropriate practices for beginning readers and writers? The current national focus on reading instruction has important implications for classroom practice, assessment, teaching methodologies and materials. This presentation will take a look at issues in language arts, additions and refinements of the language arts key experiences for K-5 students, and up-dated workshops.

Notes

(Please refer to the Elementary Key Experiences, which may be found following the Table of Contents at the beginning of this volume.)

When We Disagree: Reframing Conflicts with Staff and Parents

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Jackie Post
Field Consultant, High/Scope Foundation, Ypsilanti, Michigan

Nina lets children sit on her lap and hang over her shoulder; Rina expects children to sit on their spots around the rug. Terri talks with children at meal times; Jerri tells children to be quiet so they can eat. What can we learn from conflicts with peers about teaching and child-rearing practices? This session will explore strategies to try when we disagree with team members and parents about what is best for children.

Steps for Solving Problems and Resolving Conflicts

1. **Approach calmly:** Observe as you approach, prepare yourself for a positive outcome. Be aware of your body language; it says a lot about your intentions and feelings. It is important to be neutral in order to respect all the points of view. If you do not feel able to stay neutral, use an "I" statement ("I'm so angry because hitting hurts people") and delay the problem-solving process until you are able to be neutral.

2. **Acknowledge feelings:** Give recognition to the feelings the children are expressing, by using simple, descriptive words ("You seem angry/sad/upset"). Use words that also reflect the *intensity* of their emotions ("You are very, *very* upset"). This will ultimately help the child "let go" of the feelings, although the feelings may briefly increase in intensity before they subside. This "emptying out" is an important step that must occur before children can think clearly about solutions. Once children have "let go" of their feelings, let them know that you think *they* can figure out a way to solve their problem.

3. **Gather information:** Tell children you want to hear from each of them. Ask open-ended questions that help them describe the details of the *actions* or *materials* that are part of the problem (not "*Why* did you do this?" or "How do you think she feels?" — such questions are too abstract). Listen carefully for the details and needs children are describing; they are the key to finding the solution.

4. **Restate the problem:** Using the details and needs children have described, restate the problem, clarifying any issues by asking for more detail, and reframing any hurtful language. (For example, "You can't play 'cuz I hate you" can be reframed, "You are very angry and you want to play alone?") Check with the children to see if they agree that you have identified the problem.

5. **Ask for ideas for solutions and choose one together:** Respect and explore all of the children's ideas, even if they seem unrealistic, considering how each might work. Help children think through the specifics of cause and effect so that complicated or general solutions become concrete and possible to carry out. Children may suggest, for example, "They can share." A suggested solution like this needs further exploration so that the actions that will happen are clear to all concerned.

6. **Be prepared to give follow-up support:** Children may need help in implementing the solution, or difficulties may arise because one of the children is still carrying angry feelings that need further acknowledgment. Check with each of the children to see if the problem has been solved, especially children who have been very upset.

Supporting Children, Supporting Families

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Children flourish in supportive environments and so do their families. In this session we will examine what it means to be non-judgmental and ways we can use the time and energy we do have to build positive relationships with our children's parents and guardians.

Establishing a Supportive Climate with Parents

From *Educating Young Children*, page 79.
(Available from the High/Scope Press.)

Sharing control with parents.

- — Take cues from parents.
- — Participant with parents on parents' terms.
- — Learn from parents.
- — Give conversational control to parents.

Focusing on family strengths.

- — Look for family interests.
- — Look at situations from parents' perspectives.
- — Find out about children's interests from parents.
- — Plan around family strengths and interests.

Forming authentic relationships with parents.

- — Show genuine interest in parents.
- — Respond attentively to parents' interests.
- — Listen carefully and respectfully to parents.
- — Give parents specific feedback.
- — Ask honest questions and respond to questions honestly.

Making a commitment to supporting family play.

- — Encourage parents' play with their children.
- — Learn about families by watching and listening to parents and children play together.

Supporting Young Artists: Promoting Children's Creativity

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

In this session, we will examine our own experiences with art and our beliefs about our own artistry; look at children's drawings and paintings in terms of development; try out some experiences with paper construction; and look at a new video in the creative representation series, *Exploring and Creating with Paper: Ways to Support Young Artists.* Come prepared to create, think, and discuss!

Ways to Support Young Paper Artists

As you plan small-group times around the two- and three-dimensional qualities of paper and support young children as they work with paper, it is important to keep the following strategies in mind:

- Provide children with a wide variety of paper.
- Present paper experiences in sequences that begin with exploration and move from simple materials and actions to more complex and demanding ones. For example, encourage children to fold, crumple, and tear newspaper before expecting them to create three-dimensional newspaper people.
- Use paper along with the children. Try out their ideas.
- Offer choices and challenges to children that encourage them to explore and work with possibilities of each paper type. "Let's see what we can do with newspaper." "I wonder what would happen if you held it up by one end?" "How could you make paper stand?" "How could we use paper to make ourselves look like mice, a cat, and the story people?" "I wonder how you could hang up your story characters?" "I wonder if you could put all your papers together." "I wonder if you could find a way to twist your long crepe papers."
- Converse with children about the visual-graphic elements (lines, colors, forms, balance), repetition, patterns, and use of space you see in their work. For example, looking at this piece you might say "I see two columns of colored lines." Or "I see you glued shapes on some of lines, and shapes between some of the lines."
- Plan outdoor paper experiences. Converse with children about the colors, lines, forms, and textures they see around them and the corresponding qualities in their papers.

- Take children to visit places where paper is made, used, or displayed. Exhibit the children's work with paper.
- Support children's creativity as it arises in response to various paper types, and value their unique solutions to the problems working with paper presents.

Notes

Caring Start — Enabling Parents to Use High/Scope at Home

Serena Johnson
Director, High/Scope Institute UK, London, England

This session will introduce participant to the "Caring Start" training pack. This comprehensive package has been produced to enable all High/Scope practitioners who work with parents to run an informal six-session course to support parents in helping their children's developmental learning in the home setting using the High/Scope approach.

The objectives of the Workshop are as follows:

- To share the background of the three-year "Caring Start" project and the rationale for the material
- To familiarize participants with the *Group Leader Guide*, support materials, workshop overheads, and photographs
- To share some of the course activities for parents
- To review the seven parent booklets that accompany the course sessions and that contain ideas for using the High/Scope approach in the home setting

Notes

Worksheets to Workshops in Elementary Math

Diana Jo Johnston
Elementary Curriculum Consultant, High/Scope Foundation, Ypsilanti, Michigan

Let's take away the worksheets and add hands-on materials to create active learning math workshops for us in elementary classrooms. You will be introduced to fun activities for practicing basic math skills and have an opportunity to brainstorm workshops of your own.

Notes

(Handouts for this session continue on the next page.)

Worksheets to Workshops

Worksheet	Workshop
Addition Facts 0–5	Prepared problem cards Dice Number cubes
Three Number Addition	Prepared form Selected playing cards
Measure by the Inch or Centimeter (measure lines on a worksheet)	Baggies of various objects to measure Forms for recording measurements
Greater or Less Than	Dice Pipe cleaner symbols *prepared form
Addition Facts 0–12	Prepared form Dominoes

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Software to Support Content Workshops in Elementary Classrooms

Diana Jo Johnston
Elementary Curriculum Consultant, High/Scope Foundation, Ypsilanti, Michigan

Charles Hohmann
Elementary Curriculum Coordinator, High/Scope Foundation, Ypsilanti, Michigan

Participants will explore the use of computer software during elementary content workshops including a brief overview of the content workshop process, a review of several appropriate computer programs, and an opportunity to brainstorm and share content workshop ideas for implementation with computer software.

Recommended Software for Pre-K and Early Elementary Classrooms

For more information, see *High/Scope Buyer's Guide to Children's Software* and *Young Children and Computers*, available from the High/Scope Press, 800-40-PRESS. A good third party source for software is Educational Resources, Elgin, IL, 800-624-2926.

Pre-K Programs

Creative Activities

Kid Cuts — Masks, hats; print and cut out	Broderbund
Kid Pix, Kid Pix 2, Kid Pix Studio — Draw, color, stamps	Broderbund

Language & Literacy Activities

Bailey's Book House — Letters, rhymes, notes	Edmark
McGee Series — Explore w/o words	Lawrence
Kid Works 2 — Large letter, talking word processor	Davidson
Playroom, The — Letters, counting, matching	Broderbund
Zurk's Learning Safari — Letters, counting, animals	Soleil

(Books)

Just Grandma and Me — Interactive book	Broderbund
Tortoise & the Hare, The — Interactive book	Broderbund
Harry and the Haunted House — Interactive book	Broderbund

Numbers, Counting, Space, Time

Millie's Math House — Numbers, counting, patterns	Edmark
Playroom, The — Letters, counting, matching	Broderbund
Thinkin' Things 1 — Attributes, music, space/time	Edmark
Nick Jr. Play Math! — Counting, patterns, balance	Viacom

Science

Sammy's Science House — Sorting, building, sequencing, weather	Edmark

Music

Thinkin' Things 1 — Attributes, music, space/time	Edmark

Child Assessment

COR-PC or *COR-Mac* — Observational assessment	High/Scope

Utilities

KidDesk — Picture menu, hard disk security	Edmark

Kindergarten Programs

Creative Activities

Kid Pix, Kid Pix 2, Kid Pix Studio — Draw, color, stamps	Broderbund
Kid Cuts — Masks, hats; print and cut out	Broderbund

Language

Bailey's Book House — Letters, rhymes, stories	Edmark
Harry and The Haunted House — Interactive book	Broderbund
Kid Works 2 — Large-letter, talking word processor	Davidson
Stanley's Stickers — Early writing, stickers	Edmark
Tortoise and the Hare, The — Interactive book	Broderbund
Interactive Reading Journey — Reading, language skills	Learning Co.

Numbers, Counting, and Logical Development

James Discovers Math — Counting, shapes, $	Broderbund
Math Rabbit — Counting, pattern addition & subtraction	Learning Co.
Millie's Math House — Counting, patterns, shapes	Edmark
Magic Bear's Masterpiece — Creating and completing patterns	KinderMagic
Playroom, The — Letters, counting, matching	Broderbund
Thinkin' Things 1 — Music, attributes, space/time	Edmark
Trudy's Time & Place House — Sequence, clocks, mapping, directions	Edmark

Science

Sammy's Science House — Sorting, building, sequencing, weather .... Edmark

Music

MetroGnome's Music — Beat, pitch, make music .... Learning Co.
Thinkin' Things 1 — Music, attributes, space/time .... Edmark

Utilities

Kid Desk — picture menu, disk security .... Edmark
COR-PC or *COR-Mac* — Observational assessment .... High/Scope

First Grade Programs

Creative Activities

Kid Pix, Kid Pix 2, Kid Pix Studio — Draw, color, stamps .... Broderbund

Language

Harry & The Haunted House — Interactive book .... Broderbund
Kid Keys — Keyboarding, letters .... Davidson
Little Planet Publishing — Reading, writing .... Little Planet
Ruff's Bone — Interactive book .... Broderbund
WiggleWorks — Reading, writing .... Scholastic
Word Munchers Deluxe — Vowel sounds .... MECC
Kid Works Deluxe — Writing, drawing, books .... Davidson

Numbers, Counting, and Logical Development

Clock Works — Reading and setting clocks .... MECC
Math Rabbit — Counting, pattern addition & subtraction .... Learning Co.
Mighty Math Carnival — Sets, numbers, patterns .... Edmark
Mighty Math Zoo Zillions — Arithmetic, $, shapes .... Edmark
Magic Bear's Masterpiece — Creating & completing .... KinderMagic
Thinkin' Things 1 — Attributes, music, space/time .... Edmark
Trudy's Time & Place House — Time, position .... Edmark

Science

Sammy's Science House — Sorting, building, sequencing, weather .... Edmark
Zurk's Rainforest — Animals, habitat .... Soleil

Music

Thinkin' Things 1 — Music, attributes, space/time .... Edmark
MetroGnome's Music — Beat, pitch, make music .... Learning Co.

Social Studies

Time Liner — Create and print time lines	Tom Snyder
Trudy's Time & Place House — Time, position	Edmark

Utilities

Kid Desk — Picture menu, hard disk security	Edmark

Second Grade Programs

Creative Activities

Kid Pix, Kid Pix 2, Kid Pix Studio — Draw, color, stamps	Broderbund

Language

Arthur's Birthday — Interactive book	Broderbund
Arthur's Teacher Trouble — Interactive book	Broderbund
Read, Write, Type — Keyboarding, phonics, writing	Learning Co.
Reader Rabbit 2 — Phonics, compound words	Learning Co.
Word Munchers Deluxe — Vowel sounds , more	MECC
Kid Works Deluxe — Writing, drawing, books	Davidson

Math, Logic, Problem Solving

Clock Works — Reading and setting clocks	MECC
Mighty Math Carnival — Sets, numbers, patterns	Edmark
Mighty Math Zoo Zillions — Arithmetic, $, shapes	Edmark
Thinkin' Things 2 — Music, attributes, space/time	Edmark
Math Workshop — Patterns, +, -, x, fractions	Broderbund

Science

Mystery Objects — Attributes, inferring	MECC

Music

Thinkin' Things 2 — Music, attributes, space/time	Edmark

Social Studies

Time Liner — Create and print time lines	Tom Snyder
Where in the World is Carmen Sandiego, Jr. Detective	Broderbund

Utilities

Kid Desk — Picture menu, hard disk security	Edmark
Accelerated Reader — Reading Development Database	Advantage LS

Third Grade Programs

Creative Activities

Fine Artist — Creative representation	Microsoft
Kid Pix Studio — Draw, multimedia	Broderbund

Language

Word Munchers Deluxe — Vowel sounds & more	MECC
Creative Writer — Writing	Microsoft

Math, Logic, Problem Solving

Blockers and Finders — Infer hidden spatial patterns	Sunburst
Mighty Math Number Heros — Arithmetic, probability	Edmark
Mighty Math Calculating Crew — x, ÷, $, shapes	Edmark
Clock Works — Time	MECC
Math Workshop — Patterns, +, -, x, fractions	Broderbund

Science

Wood Car Rally — Controlling variables	MECC
Gizmos & Gadgets — Building, cause & effect	Learning Co.
Miner's Cave — Simple machines	MECC
Mystery Matter — Physical, chemical properties	MECC
Bumptz Science Circus — Force, magnetism, light	Theatrix

Music

Music Ace — Staffs, notes, composition	Magic Quest
Thinkin' Things 2 — Music, attributes, space/time	Edmark

Social Studies

Dino Park Tycoon — Money, economics, planning	MECC
Oregon Trail — Trip simulation	MECC
Time Liner — Create and print time lines	Tom Snyder
Where in the USA is Carmen Sandiego? — Geography	Broderbund

Utilities

Kid Desk — Picture menu, hard disk security	Edmark
Accelerated Reader — Reading Development Database	Advantage LS

Science
Sorting and Classifying

Title	Materials	Activity
Computer Area	▸ Sorting Station ▸ *Sammy's Science House*	Children choose the sorting station from *Sammy's* main menu. At the sorting station they can explore the sorting activity, then click the picture and do several sorting tasks until the time is up.
Sorting Shells	▸ Shells ▸ Sorting trays/mats ▸ *High/Scope K–3 Curriculum Series: Science*, pg. 110	Children use sorting mats to sort shells into categories of their choosing, (fan-shaped, two-part, spiral, etc.). Within each category they might choose to arrange the shells according to size or color.
Sort, Classify, and Record	▸ Beans ▸ Macaroni plain/colors ▸ Counting bears ▸ Color links ▸ Other objects to sort ▸ Blank paper ▸ Grid paper ▸ Crayons, colored pencils	Children use a sorting mat and choose one bag of items to sort and record their findings. Children can choose several bags of the same item to compare and contrast or a variety of items to explore.
Weigh and Sort by Weight	▸ Balance scales ▸ Various items for sorting and weighing ▸ Anchor objects ▸ Baskets ▸ Forms for recording ▸ Pencils, crayons, markers	Children choose bags of pre-selected items to sort and weigh. Initially, they explore and weigh, then choose an "anchor object" and compare items, grouping them into heavier and lighter groups. Children then record their findings.

Working With Young Philosophers: Forming Communities of Inquiry in Early Childhood Classrooms

David Kennedy
Associate Professor, Early Childhood Education, IAPC, Montclair State University, Montclair, New Jersey

Can young children "do" philosophy? We know that they wonder at the world, which is where philosophy starts; but can they, for example, evaluate generalizations with confirming examples and counter-examples, make definitions, develop and apply criteria, identify similarities and differences, etc? We will read together and discuss both classic children's books and a philosophical story designed specifically for young children, using a methodology designed to lead young children into the kind of dialogue which encourages and develops philosophical wonderment and critical thinking.

Critical Thinking In Group Talk

Skills
Making connections
Making distinctions
Classifying and categorizing
Giving reasons and telling good reasons from bad ones
Formulating questions
Constructing explanations
Constructing inferences
Generalizing from particular instances and experiences
Evaluating examples and counterexamples
Recognizing contradictions
Working with analogies
Formulating and using criteria
Defining terms
Analyzing concepts
Analyzing statements
Constructing and testing hypotheses
Understanding relationships: part/whole, means/ends, cause/effect

Identifying, questioning, and justifying assumptions
Anticipating, exploring, and predicting consequences
Detecting vagueness and ambiguity
Detecting fallacious reasoning
Understanding and evaluating arguments
Exploring alternatives and possibilities
Making (and where appropriate, withholding) value judgments
Taking all relevant considerations into account

Dispositions
Understanding the importance of giving reasons
Respecting persons and their points of view
Listening to others
Sharing the conversation
Being willing to correct one's own thinking
Showing sensitivity to context
Sticking to the point
Striving for consistency
Seeking clarification of meanings
Open-mindedness
Awareness of complexity: willing to recognize the grey areas
Acknowledging different perspectives and viewpoints
Developing intellectual courage, humility, tolerance, integrity, perseverance, fair-mindedness
Caring for the procedures of inquiry
Developing intellectual and verbal self-confidence

Notes

Partners in Play

Carol Markley
Teacher, High/Scope Demonstration Preschool
Consultant, High/Scope Foundation, Ypsilanti, Michigan

Adults can demonstrate that they value and support children's interests and intentions by becoming a partner in the children's play. This session will help you recapture your spirit of playfulness and discuss and practice strategies you can use to support children in their play by playing as a partner with them.

Contrasting Climates for Children

Laissez-Faire Climate*	**Supportive Climate* Partnership**	**Directive Climate***
A C	**A <———> C**	**A ———> C**
*Children are in control most of the time, with adults as bystanders who provide supervision.	*Children and adults share control.	*Adults are in control.

Strategies for Playing As a Partner With Young Children

S.O.U.L.

Look for Natural Play Openings

Join Children's Play on the Child's Level

Play in Parallel with Children

Play as a Partner with Children

Refer One Player to Another

Suggest New Ideas Within Ongoing Play Situations

You Want to Scream, But You Can't: Strategies for Challenging, Difficult Behavior in Training Sessions

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

Ahhhh!!!! Do you find yourself feeling uncomfortable dealing with certain situations that arise in workshops? Constant chattering . . . always knows all the answers . . . really loves to talk about what she does in her classroom . . . what behaviors from participants do you find challenging to deal with? This session will help us to identify and acknowledge our own frustrations as trainers in working with adult learners. We will generate strategies for helping us move beyond those frustrations to work effectively with our training group. Come with situations and examples that you would like to share and discuss.

Notes

Helping to Take Down the Walls: Supporting Teachers to Move On

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

You've done workshops on planning strategies, yet your teachers still ask the children "where are you going to work?" everyday for planning. Some teaching teams get to a point where they seem to get stuck. Your teachers tell you, "but the parents **like** getting hand print turkeys at Thanksgiving." Others hold on to practices and are unwilling to let go. These walls or barriers can become points of stagnation for classrooms. Together, we will examine these situations and look at additional ways to support teachers as they face their own walls.

Notes

It's Creative! It's Frustrating! Yes, It's Super Heros!!!

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

From Mighty Mouse to Superman to Wonder Woman to the Hulk to Turtles to Power Rangers, super hero play is a creative, yet frustrating piece of early childhood classrooms. This session will look at both sides of super hero play, and will generate strategies for supporting it constructively in your classroom.

Notes

Recording That Memorable Moment

Carol Montealegre
Field Consultant, High/Scope Foundation
Teacher Trainer, Division of Early Childhood Programs, Dade County Public Schools,
Miami, Florida

The Why, What, Where and How of writing objective anecdotes. During this session participants will become familiar with High/Scope's guidelines and benchmarks for recording objective observations of children. Participants will practice observing, briefly noting observations, and writing formal anecdotes.

Benefits & Advantages of Keeping Anecdotal Notes

- Shows change and development accurately over time
- Based on real performance of the individual child, not an artificial testing situation
- Provides essential, daily information adults use when planning for the next day
- Facilitates the team planning model
- Is an ongoing record of each individual child's abilities
- Helps adults develop objective observation skills
- Helps users learn about the key experiences
- Helps identify the "invisible" child
- Is effective for parent/teacher conferences
- Does not cost anything
- Encourages adults and program to become more child oriented
- Provides authentic assessment system

Guidelines for Anecdotes

Format for Anecdotes

- Date each anecdote.
- Beginning — Identify when, where, and who.
- Middle — Describe what the child did and said; use quotes to document the child's language.
- Ending — When applicable, state the outcome.

Writing Objective Anecdotes

- Focus on what the child *did* and *said*.
- Be factual.
- Be specific.
- Be brief.

Hints for Taking Anecdotes

- Use abbreviations.
- Write on sticky notes or mailing labels.
- Wear a necklace pen.
- Wear a shop-type apron.
- Other options:

Transferring Anecdotes

- Formalize anecdotes.
- Record anecdotes:
    - COR cards
    - Key Notes forms
    - Computerized COR

Collection Hints

- Keep plenty of note-taking materials handy.
- Set realistic goals.
- Cross-reference anecdotes.
- Collect some anecdotes in batches.
- Focus on a COR category.
- Focus on several children.

Family Friendly Communications In Early Childhood Programs

Kathy Morrison
Field Consultant, High/Scope Foundation,
Associate Professor Child Development, Hurst, Texas

This presentation will give participants ideas on ways to communicate with families the value of developmentally appropriate practices. Ideas to build a community of families with the parents that you serve such as: monthly family meetings, family field trips, family nights, and a variety of ideas for written communications will be discussed. Participants will design newsletter articles that reflect the program they serve.

Notes

(Handouts for this session continue on the next page.)

Asking Open-Ended Questions

A question like "What color is that block?" evokes a one-word answer. But an open-ended questions, "Tell me about the blocks you are using," encourages a child to describe the blocks or explain what she is doing. There is no right or wrong answer here.

An answer to an open-ended question gives us a window into what the child is thinking and feeling. And the response is sometimes wonderfully creative. In explaining or describing, children also use language more fully.

In our program, we try to think of good questions to ask children. You might hear one of us say to a child,

- Tell me about your picture.
- What else can you do with the playdough?
- What could you use to make the tower stand up?
- What do you think would happen if —?
- Is there another way to —?

It is difficult to change the closed-end question habit. But when we ask open-ended questions, children reap great benefits as they think through their responses to express what they want to say. And with their answers, we find out more about what they think and feel.

Parents are better able to ask open-ended questions that spark the child's response (as opposed to the lead-balloon what-did-you-do-today variety) when they have specific information about upcoming events. For example: Learning from the newsletter or monthly events calendar about some special activities in the 4-year-olds' classroom, a parent can ask, "What did you like most about Mr. Insect Guy's visit today?" Or, "Tell me about the insects that you saw."

It makes little difference whether the event information is provided through computer-generated calendars, narrative letters, or newsletter articles/lists. What is important is keeping families informed of the day-to-day activities of the program.

To fill in parents on something special their child did that day, send a note in the backpack or leave a brief message on the family's answering machine.

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Wonderful, Wet Water

Dionika is at the water table, pouring water back and forth between two containers. She watches as the water overflows and runs down the side of one jar. She feels the cool liquid against her skin and listens to the sounds of the water as it moves. She observes the containers that float and those that sink, and she tries to get one of the heavier tubs to float. Dionika is exploring, discovering, and testing objects in the water.

Children, and adults as well, are naturally drawn to water. Water is comforting and soothing. The feel and sounds are pleasing. The natural attraction makes the water table a perfect activity center for a preschool classroom.

Just think of all the learning that goes on! Children experiment with cause and effect, refine problem-solving skills, and learn basic math concepts such as volume, measuring, and comparing.

As your child takes a bath, encourage water play by adding different size containers to fill and empty or different household objects that will float or sink. Colanders and other objects with holes are sure to create some intriguing challenges. As your child and you explore the materials, talk about your discoveries together. Guide and extend the learning by asking questions such as "What would happen if —?" "How does the water feel?" "Why do you think that happened?"

More opportunities for home water play include watering plants, adding water to the sandbox, blowing bubbles through a variety of frames, and freezing or melting water.

When using this piece in your newsletter or in another format, you might want to substitute the names of several children in your group for the fictional Dionika. And if you use this piece when the weather is warm, add a few ideas for playing at the beach, lake, or stream — or with the backyard garden hose.

The sand and water areas are probably the messiest areas of any preschool room and yet many times the most intriguing. While many parents hesitate to let their child make such a mess at home, the early childhood program is committed to supporting this kind of open-ended, creative, soothing play.

Because parents often don't realize the benefits of sand and water play, look for opportunities to draw them into the fun — whether at family meetings or during more informal times when families are in the classroom. (For water play, everyone needs to wash their hands before starting.)

To help parents know what to do, provide some written guidelines or suggestions next to the sand and water table (see below). Then be available to help with questions or problems that arise.

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Suggestions for Parents

Begin by just following the child's play. Ask what she/he is doing. Let the child put into words the actions or plans. Follow your child's lead. Try not to direct the play. He or she will think of things to do with the sand and water that you do not.

Take turns. If your child pours one cup, you pour the next.

A Recipe for Learning

To children, the world of cooking is magical. We combine all kinds of ingredients, then stir, simmer, boil, or bake, and — presto! — something delicious is created.

Being asked to help with cooking makes kids feel grown up and important. And when they cooperate with others to make a dish, they take great satisfaction in producing something for everyone to eat.

Cooking with children — pointing out key words on the recipe as we go along, having them measure, pour, and stir — is a time of learning as well. Reading, science, and math concepts abound in cooking experiences. Children learn to recognize numbers and words from recipes. They begin to use vocabulary related to cooking. And they observe how ingredients change when they are mixed together.

Kids also learn basic math concepts such as counting, measurement, and part-whole relationships. It will take years before young children fully understand concepts like numbers, weights, measurement, time, and temperature, but repeated experiences with cooking promote the development of these concepts.

Cooking with your children does take more time than cooking alone. But the learning that accompanies cooking and the closeness fostered by the shared experience are worth the extra time.

If you've recently done some cooking in the classroom, incorporate into the article children's comments, parts of the process that children found particularly fascinating, or other anecdotes. When the food cooked together is a big hit with the children, you may want to print the recipe in the newsletter or in a handout.

Cooking is a terrific way to involve families in the life of the class. If the cooking activities are planned near noontime and parents are notified well in advance, many will be willing to use their lunch hour to take part. They can read recipes to small groups of children and help them follow the directions.

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Of course, not all parents can take time away from work, but many can, if we just ask.

Cooking activities can be simple. Ideas include mixing margarine with green food coloring to cook green eggs and ham; melting cheese and adding chopped tomatoes for *queso* to eat with tortilla chips; dicing apples, celery, and pecans for Waldorf salad; heating chicken broth and cooking rice for chicken soup; and boiling chopped vegetables in beef broth for vegetable soup.

Cooking also provides an opportunity for families to share foods that are distinctive to their cultures. Encourage parents to share simple, inexpensive recipes or snacks with the children.

Parents who see the excitement of children cooking at school are more likely to plan cooking experiences with their own children at home, so these shared experiences benefit children in multiple ways.

Notes

(Handouts for this session continue on the next page.)

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Fingerplays and Action Songs

Rhymes and movements for the hands and fingers, some of which date back almost 2,000 years, are still used in early childhood classrooms, as well as the more modern action songs that involve the whole body.

As children learn fingerplays and action songs, they learn the names of body parts, numbers, and shapes. They also learn other concepts and skills, including

- manual dexterity and muscle control;
- sense of rhythm of speech and music;
- new vocabulary;
- ability to follow directions;
- grasp of order and sequence;
- increased attention spans; and
- listening skills.

Fingerplays and action songs are a fun way to learn. They are a great way to pass a few minutes of transition time — while you are waiting in the car, in line at the grocery store, before or after dinner.

Children love repeating familiar rhymes, so come back to the same songs often enough that your child can learn the words of the rhyme and the movements that accompany the words.

Perhaps you remember a fingerplay from your childhood that you can share with us. If you would like to learn more fingerplays or action songs that are hits with kids of your child's age, just ask us — we'll be happy to share some great ones.

Include the words and movements for a few of the children's favorite fingerplays with this article. Encourage parents to share fingerplays that they remember from their childhood and include these in the newsletter for other families to enjoy.

Fingerplays and action songs help foster language. Let families know how much you value fingerplays by sending home a copy of each new fingerplay that children learn. Also send home a copy of the lyrics to new action songs.

Children, who often assume that their parents know everything, sometimes have trouble understanding why Mommy and Daddy don't know the words, say, to "Peanut Butter, Jelly." If you provide the words, parents can help children "remember" fingerplays and action songs at home.

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Planning and Recall Games and Experiences

Patricia Mueller
Education Coordinator, Oakland Family Services, Pontiac, Michigan

Even teachers need to plan-do-review. This workshop is designed to offer teachers the opportunity to develop strategies around children's interests and abilities. A discussion of guidelines which enhance planning and assure engaging activities for children during the planning and recall components of the daily routine.

Planning and Recall Time

Additional ideas about planning and recall can be found in Chapter 7 of *Educating Young Children* and in *The Teacher's Idea Book 2, Planning Around Children's Interests* — both available from the High/Scope Press.

As with any other portion of the High/Scope Daily Routine which teachers initiate, planning and recall time needs to be planned for. Adults plan-do-review constantly. All teachers make lesson plans and then discuss the success of reaching the objective of that plan. This is the essence of the Plan-Do-Review sequence.

People who work with young children are well aware of the level of planning that is involved in providing a quality learning experience. Teachers look for active experiences which enhance children's learning, and use planning and recall time to provide learning opportunities for children and opportunities for teachers to observe children's interest and abilities.

The methods that teachers use to support children's choices are paramount during planning and recall. Active listening and careful attention to children's development are critical to positive planning and recall experiences. Children don't wait well, so adults need to be animated and prepared. Children need to be released from the planning/recall table as they are finished. Choices expressed by children are supported as we adults listen and respond and ask questions.

Keeping perspective on the outcomes for children is the greatest planning tool of all. The what, why, when, where, and how of planning are critical questions to answer when developing routines and lesson plans that support the plan-do-review process.

What	Children plan for their own initiated and supported free play.
Why	Children structure play, the process encourages language and interaction with adults and other children.

When	Children plan before work time and recall after work time in a specific and consistent time within the daily routine.
Where	Children plan and recall in static small groups in static areas of the classroom.
How	Children engage in a variety of activities in an active hands on approach.

Leaders often find it difficult to keep activities fresh and attractive to children. Using planning and recall times as opportunities to each learning objective is a successful strategy. As with other portions of the High/Scope Daily Routine, it is important to remember the ingredients of Active Learning when planning and delivering the small group. Planning for the beginning middle and end of activity is an important step.

Beginning — How will you introduce the activity
Middle — How will you manage the group
End — How will children know when the activity is over

Using Key Experiences in Planning and Recall

Using Key Experiences or other learning objectives as a guide, teachers will find planning active and interesting activities easier to do. Some ideas for Key Experience centered planning follow:

Creative Representation:	Pretend to be anything; pretend with props; draw pictures or use photographs of area, toys, or people; imitate actions of others.
Language and Literacy:	Use children's symbols to match; take dictation; make a planning/recall book; use a tape recorder; use magnetic letters or alphabet puzzle; write a letter to someone
Initiative/Social Relations:	Have children plan/recall with who played with who; plan in a mad, happy, sad voice; plan/recall with a partner.
Movement:	Move (in any way) to the area you will or did work in; imitate movements used to play with items;
Music:	Sing or chant a plan/recall; play an instrument, when the music stops the next person plans/recalls
Classification:	Match or sort anything; have children talk about what and where and with whom they did not play.

Seriation:	Give each child materials which are identical except for size, or shade and ask for people with biggest to plan/recall first; line the group up by size and recall from smallest to biggest; ask children to talk about the biggest or smallest thing played with.
Number:	Count the number of children who plan to work in any area or with any toy or people; compare the amount of people who worked in the areas; how many play things were used.
Space:	Plan/recall under a table, on a block, while jumping over a barrier; looking through tubes, cameras, or looking glasses; unroll yarn and measure how far away each child played.
Time:	Have children sequence play; describe first and next play; talk about how long play takes; sequence children who are in the group by noting order of planning, first, second, etc.

Distribute cube blocks to each person at your table. Tell people with yellow to plan first. Next people with purple and so on.

Have everyone line up by height, the tallest to shortest; have the tallest plan/recall first, then the next tallest and so on.

Have each person add a block to make a stack as they plan/recall.

Have each person draw a plan/recall on strip of paper.

Have each person draw and write about the last thing they did before the workshop or the first thing they will do after the workshop.

Have the group crouch down or get under the table and make plan/recall.

Have each member of the group use a cup and stick to make music while telling their plan/recall.

Have each member of your group move backwards and tell you their plan/recall.

Play the telephone game; have one group member whisper to the next their plan/recall, then the next and so on.

Have each person place a sticky note in the column that best describes their plan/recall (before and after this workshop).

The High/Scope Early Elementary COR

Polly Neill
Coordinator, Early Elementary COR Development Project, Research Assistant,
High/Scope Foundation, Ypsilanti, Michigan

Today's elementary schools are caught in a difficult dilemma. Although demands for accountability are stronger than ever, it is increasingly clear that standardized readiness and achievement tests, which the schools have relied on almost exclusively, provide an inadequate measure of children's educational performance. Join us for a look at High/Scope's new **Early Elementary Child Observation Record.**

The High/Scope Early Elementary COR

By Polly Neill

From *High/Scope Extensions*, October 1996, Vol. 11, No. 2
(To subscribe to *Extensions*, call the High/Scope Press.)

Imagine looking at a collection of photographs documenting the life of a child who we will call "Jenny." The collection consists only of photos of Jenny's earlobe and right eye. Over time you might see extensive documentation of the changes that occur in these two body parts. Other than those traits, however, what else might you know about Jenny? Is she happy? Has she ever worn braces? How has her hair style changed over the years? Does she have her Aunt Sophie's high cheekbones or her father's wide smile?

The picture of children's abilities provided by standardized tests is as narrow and incomplete as the picture of Jenny provided by our hypothetical photo collection. Concern about such tests is especially strong for young children up to age 9.

To provide a useful and accurate picture of children's abilities, early elementary assessment tools should be (a) developmentally appropriate, (b) reliable and valid, and (c) user-friendly. High/Scope has developed an observational assessment instrument that meets these criteria. This instrument, the High/Scope Early Elementary Child Observation Record (COR), is developmentally appropriate both in process and breadth of content. The process of gathering data for COR assessment takes place throughout the school year during normal classroom activities rather than during one-shot test situations. This kind of assessment requires teachers to observe and act naturally with children. The Early Elementary COR covers a broad range of developmentally significant abilities. Most standardized tests focus only on language, literacy, logic, and mathematics. However, the COR covers these traditional areas while also assessing children's abilities in initiative, social relations, creative representation, music, and movement.

The High/Scope Early Elementary COR is an upward extension of the High/Scope Child Observation Record for Ages 2 ½ to 6. The Elementary COR focuses on children's development from the ages of 5 through 9 years. It has 30 items in 6 categories with 7 performance levels for each item.

Learning to take *anecdotal notes* on children's everyday behaviors is essential for teachers who wish to use the COR assessment tool. Anecdotal notes are brief descriptions of children's significant daily behaviors.

Visit any elementary school and you may hear teachers informally sharing anecdotes about children, either with one another or with parents. For example, a teacher might say, "Takiya sorted the snack into five equal groups today and passed it out." "Jesse climbed to the first knot on the rope today! He never got that high before." "When Michael started pushing Mei-Yu around, she told him, 'Stop — I don't like it.'"

Whether they realize it or not, when teachers make these kinds of comments they are describing children's developmentally significant behaviors. Everyday observations much like these are an important source of data for the COR assessment process. During COR training, teachers learn to recognize such behaviors and then to record them systematically as anecdotal notes.

A child's *portfolio* — a systematic, comprehensive, and organized collection of evidence that documents children's growth — is another critical source of data for scoring the Early Elementary COR. Teachers and children contribute materials to a portfolio, which may include writing samples (both drafts and final copies), mathematical computations, self-evaluations, drawings, paintings, constructions, photographs, audiotapes, and videotapes.

Doing this kind of individualized, ongoing assessment in a classroom with 25 to 30 children is as much an art as a science. On any given day, the teacher needs to keep tabs on a wide range of observations and documents. Collecting anecdotes and portfolio materials for the Early Elementary COR is an ongoing process. Reports may be generated two or more times a year depending on the school district's requirements.

Like the Preschool COR, the Early Elementary COR will offer report forms for sharing information with parents during conferences. The reports will be comprehensive and developmentally appropriate and will offer a summary of the child's abilities in a manner that is positive, individualized, and easy for parents to understand. These reports to parents will be general and anecdotal; specific COR scores will not be included, because such information may be easily misinterpreted by those not familiar with the instrument.

High/Scope staff are preparing to conduct the reliability and validity assessment phase of the Early Elementary COR–PC, the computerized version of the Early Elementary COR. We are eager to talk with teachers who are interested in participating in this phase of the project. For more information about the High/Scope Early Elementary COR, contact **Polly Neill, Research Division, High/Scope Educational Research Foundation, 600 N. River St., Ypsilanti, MI 48198-2898, or call 313-485-2000.**

The High/Scope Early Elementary Child Observation Record

Item Names

A. Initiative
- A1. Making plans
- A2. Solving problems
- A3. Engaging in complex social play
- A4. Cooperating in program routines

B. Social Relations
- B1. Relating to adults
- B2. Relating to other children
- B3. Engaging in social problem-solving
- B4. Understanding and expressing feelings

C. Creative Representation
- C1. Making and building
- C2. Drawing and painting
- C3. Pretending

D. Music and Movement
- D1. Exploring and using melody
- D2. Performing music
- D3. Exhibiting body coordination
- D4. Expressing a steady beat

E. Language and Literacy
- E1. Listening
- E2. Speaking
- E3. Showing interest in writing
- E4. Writing conventionally
- E5. Writing to convey meaning
- E6. Showing interest in reading
- E7. Reading
- E8. Reading for meaning

F. Mathematics and Science
- F1. Sorting
- F2. Comparing and ranking
- F3. Counting, adding, and subtracting
- F4. Multiplying, dividing, and using fractions
- F5. Measuring space
- F6. Describing sequence and time
- F7. Expressing causal thinking

Round Up The Troop . . . It's Time For Small Group!

Heather Perras
Field Consultant, High/Scope Foundation,
Professor, Department of Early Childhood Education
Mohawk College of Applied Arts and Technology, Brantford, Ontario, Canada

Small-group time is designed to be a sociable, enjoyable learning experience. This time in the daily routine provides adults and children with an opportunity to collaborate as partners socially to share their interests, understanding, and problem-solving strategies. The role of adults in supporting children at small-group time will be the focus of this introductory session, providing participants with opportunities to discuss their experiences with small-group time, examine elements of style, explore strategies for support, and peruse possibilities for partnerships and solutions to problems.

Small-Group Time: A Summary

(Please refer also to the Preschool Key Experiences, which may be found following the Table of Contents at the beginning of this volume.)

What It Is

- An adult-initiated learning experience based on children's interests and development
- The same group of children with the same adult
- Active learning in a supportive setting

Why It Is Important

- Builds on children's strengths
- Introduces children to materials and experiences they might otherwise miss
- Provides children with regular peer contacts and interactions
- Lets adults observe and interact daily with the same group of children
- Enables adults to practice support strategies in a stable setting

Where to Meet

- In a consistent place
- In a special location near the relevant materials

What Children Do at Small-Group Time

- Explore, play, work with materials, and talk about what they are doing
- Solve problems they encounter

Sources of Ideas for Small-Group Time

A concern expressed by many who are learning about small-group times is "Where do you get your ideas when planning small-group times?" What follows is a list of four sources that you can use when planning small-group times.

1. **Children's interests**. The most common, and probably most important, source for small-group time ideas is the adult's observations of children's interests. Being sensitive to what children like to do, the materials that they like to use, and how they interact and play with each other is the key to using small-group time as an extension of children's favorite play ideas. In one setting, the children were laying the large blocks out in a row and then taking elaborate trips on the "airplane." This led the teachers to plan future small-group times in which children played with a variety of luggage, made airplanes (and other things) out of Duplo and Lego blocks, and used old shoe boxes, cardboard strips, and glue to make airplanes, boats, and luggage.

2. **New and unexplored materials.** Introduce materials new to the classroom during small-group time. This gives children the chance to try out the materials and to help decide where to store the materials in the classroom and how to label them. This also gives adults the opportunity to observe how children use the materials. Planning small-group times to introduce new materials helps to create a climate of ownership as the adults and children make changes in the environment together.

   Observing where children *do not* play, or which materials they *do not* use, is another source of ideas for small-group time. If, for example, the children have not been choosing the toy area often, select some materials from that area to be used during small-group time. The children probably will discover new ways of using the materials; this may reawaken their interest in the area. The staff should also consider combining familiar materials in new ways, or adding new materials to the under-used interest area. Introduce these materials during small-group time and have the children help you find a spot for them in the area.

3. **Key experiences.** As a framework for observing, interacting with, and understanding children, the key experiences are a logical source of ideas for small-group times. Daily observation and assessment of children based on the key experiences can give adults many ideas. For example, one teaching team noticed that the children were enjoying sorting the poker chips by color during cleanup. This prompted them to plan a small-group time based on classification.

Another way to use the key experiences in planning small-group times is to identify which key experiences you are *not* observing or recognizing in children's play.Then, plan some small-group times focusing on these categories of key experiences. If, for example, you have recorded very few observations about children's understanding of time, you and your teaching partner might plan some small-group times in which children could encounter the time experiences. For example, these activities might include planting seeds, popping popcorn, or using wind-up toys.

4. **Local traditions.** Some small-group times originate from children's interests in local traditions and community events. For instance, one community was the host to a large regional dog show. This inspired the small-group activity of bathing and brushing a visiting dog. Other small-group times might be planned around local festivals, holidays, or seasonal activities that are part of the children's lives — such as collecting fall leaves, decorating pumpkins, preparing a holiday meal, etc.

Small-Group Time Checklist:
How Adults Support Children at Small-Group Time

Adults examine their beliefs about how children learn at small-group time.

Adults form well-balanced small groups.

Adults plan small-group experiences ahead of time.
__ Plan around the interests of individual children.
__ Plan around new and unexplored materials.
__ Plan around key experiences.
__ Plan around local traditions.

Adults prepare for small groups before children arrive.
__ Gather materials for each child.
__ Have materials ready.

Adults set small groups in motion: *the beginning*.
__ Give children materials as they arrive.
__ Make a *brief* introductory statement.

Adults support each child's ideas and use of materials: *the middle*.
__ Move to children's physical level.
__ Watch what children do with materials.
__ Listen to what children say.
__ Move from child to child so all children receive attention.

__ Imitate children's actions.
__ Converse with children, following their leads.
__ Encourage children to do things for themselves.
__ Refer children to each other for ideas and assistance.
__ Ask questions sparingly.

Adults bring small-group time to a close: *the end.*
__ Realize that children finish at different times.
__ Give children a warning near the session's end.
__ Support children's concluding observations.
__ Tell children that materials will be available at work time.
__ Ask children to put away materials.

Becoming Problem-Solvers in Infant and Toddler Settings

Jackie Post
Field Consultant, High/Scope Foundation, Ypsilanti, Michigan

In this session we will explore the challenges adults caring for infants and toddlers face in working with these children and some possible solutions to these issues. We often are presented with information from others that seems to assume we work in ideal settings, but we all know that the real world of infant and toddler care is not ideal. How do you provide an active learning environment and yet maintain health and safety standards? What happens when all of your children arrive at the same time? Who decides if it's too muddy to go outside — teachers or parents?

Participants should come to this session prepared to share their own experiences and expertise with others as well as to gather new insights into finding successful solutions to these kinds of problems.

Notes

Transition With Ease If You Please

Cheri Reed
Field Consultant, High/Scope Foundation, Richmond, Kentucky

In this workshop, participants will learn transition strategies that will enable their programs to run like a "well-oiled wheel." Not only will they learn the rationale for transitions but also many actual transition ideas from teachers in the field. A must for both new and experienced teachers.

Effective Transitions

(From High/Scope's Preschool Workshop Series participant guide,
High/Scope's Plan-Do-Review Process, Daily Routine — Part 1, p.17)

In all programs, there are many transitions for children. Being dropped off in the morning, cleaning up the room, getting ready for snack — all are examples of the kinds of changes children experience throughout the day. Since children often react strongly to such changes, it is important for adults to plan carefully for transitions. Well-planned transitions are often the difference between a "bad day" and one that goes smoothly.

As a team, list below as many *keys to successful transitions* as possible.
(Handouts continue on the next page.)

Keys to Successful Transitions

1. Reduce the number of transitions until there are as few as possible.
2. Decrease waiting time by having one activity start as soon as another finishes or by having the end of one activity overlap with the beginning of another.
3. Use brief music and movement activities to capture children's attention during the transition.
4. When needed, offer children choices during a transition: "You can stay at the table with us as we finish small-group time, or you can go to the circle and look at some books."
5. Balance your daily routine so that times of high activity alternate with quieter times.
6. Familiarity with the routine helps children make transitions independently. Therefore, help children become accustomed to the routine by following it consistently, using the names of segments of the routine in conversations with children, and reviewing the routine each morning with children using a daily routine chart.
7. Give children a warning just prior to a transition in the routine.
8. Predict for children what is coming next.

Transition Implementation Plan

1. How are transition times currently handled in your setting?

2. Identify steps and strategies you want to take to improve transitions.

3. How will you accomplish your plan?

4. What are the possible barriers and issues you must be aware of if this plan is to succeed?

Suggested Readings:

- Hohmann, Mary, and David P. Weikart. 1995. *Educating Young Children* 288–93 156, 263, 222–23, 405, 513–14. Ypsilanti: High/Scope Press.
- *Transition Magic* by Nola Larson.
- Perrett, Becki. 1992. Shifting Gears Smoothly: Making the Most of Transition Times" and "Ready or Not, It's Cleanup Time!" *High/Scope Extensions* (October).
- Beardmore, Carol. 1992. "Greeting Time: A Smooth Transition for Children". *High/Scope Extensions* (October).

Become a Head Start Researcher: Help to Design a Study to Improve Head Start Staff Development

Larry Schweinhart
Research Division Chair, High/Scope Foundation, Ypsilanti, Michigan

Ann Epstein
Senior Research Associate, High/Scope Foundation, Ypsilanti, Michigan

Sherri Oden,
Senior Research Associate, High/Scope Foundation, Ypsilanti, Michigan

Virginia Okoloko
Research Associate, High/Scope Foundation, Ypsilanti, Michigan

Participants will be asked to help the High/Scope Head Start Quality Research Center (QRC) design questions for a national survey about staff development and training in Head Start. QRC staff will first summarize the key issues in Head Start staff development that were identified in focus groups at the 1996 Registry Conference and in Head Start centers throughout the past year. Participants will then generate potential questions to address these issues in a national survey of Head Start staff. The final survey and preliminary data will be presented at the 1998 Registry Conference.

The High/Scope Foundation's Research Center on Head Start Quality

The High/Scope Educational Research Foundation, a nonprofit research institution acting in partnership with the Southfield Public Schools, a Head Start grantee in the Detroit metropolitan area, will serve as a Research Center on Head Start Quality. High/Scope's Research Center joins with the other three Research Centers (at the Education Development Center in Boston, Georgia State University, and the University of North Carolina at Chapel Hill), the Head Start Bureau, and the Administration on Children, Youth, and Families to define, assess, and verify the effectiveness of high-quality program practices in the Head Start programs of the 21st Century.

High/Scope's Research Center will conduct site-specific research in collaboration with the Southfield Public Schools. The local goals of the site-specific research are to:

- Identify local issues and problems that will be addressed through research, based upon observations and input from staff, parents, and involved community members
- Assist program staff in the development of a local data base and program monitoring system
- Provide formative feedback to staff to assist them in program development and quality improvement activities

The site-specific research will also identify issues and develop research proposals for consideration by other members of the Consortium. Site-specific goals in preparing for the cross-cutting research are to:

- Generate hypotheses based on observations and input from staff, parents, involved community members, and multi-disciplinary members of a **Center Advisory Panel** about issues they see as being relevant to Head Start policymakers and practitioners across the nation
- Pilot-test the design and methodology for possible cross-cutting research by addressing issues of sampling, instrumentation, data collection, and data analysis

High/Scope's Research Center also suggests a program of three cross-cutting research studies, to be further developed and expanded in collaboration with the Head Start Bureau and other members of Consortium. The three suggested studies are:

- The *Head Start Staff Development Study* addressing such issues as staff qualifications and organizational climate
- The *Head Start Educational Practices Study* addressing such issues as the program's physical environment, activities, and opportunities for parent involvement
- The *Head Start Component Services Study* addressing such issues as the qualifications and caseloads of the various service providers and Head Start's coordination with other service providers in the community

The studies will examine how program quality relates to *children's* cognitive development, social skills, emotional development, and school readiness; and to *families'* childrearing skills, program involvement, and progress toward self-sufficiency. Data collection will emphasize authentic assessments, such as observational instruments, interviews, and school records. We will identify and refine existing measures and develop new assessments of program quality. The studies will respect ongoing program activities, competing demands on staff and parents, and the cultural and personal concerns of Head Start participants and community members.

Lasting Differences: The High/Scope Preschool Curriculum Comparison Study Through Age 23

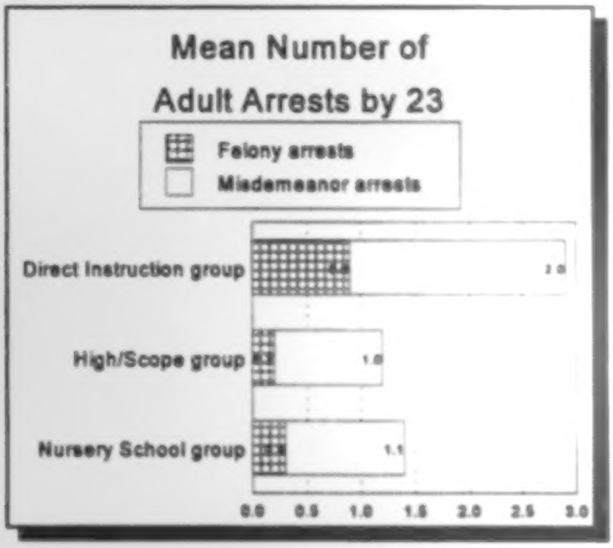
Larry Schweinhart
Research Division Chair, High/Scope Foundation, Ypsilanti, Michigan

Young people born in poverty experience fewer emotional problems and felony arrests if they attended a preschool program that focused on child-initiated learning activities rather than scripted academic instruction. The surest way to achieve this focus is to use the High/Scope Curriculum.

Preschool Child-Initiated Learning Found to Help Prevent Later Problems

By Larry Schweinhart

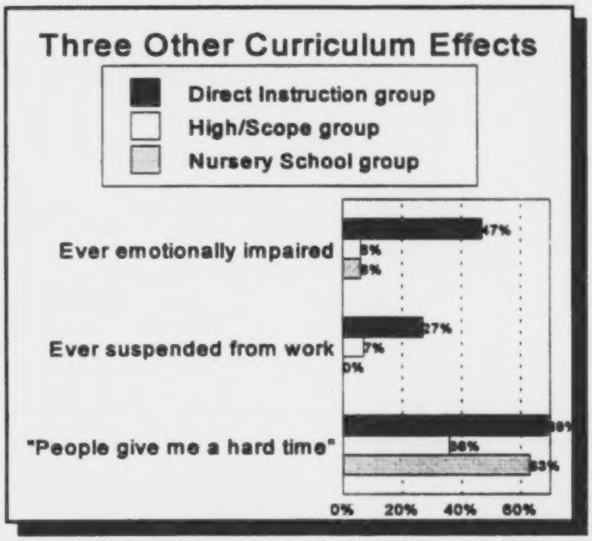
The High/Scope Preschool Curriculum Comparison Study assesses which of three theoretically distinct preschool curriculum models works best. Conducted by the High/Scope Educational Research Foundation since 1967, the study has followed the lives of 68 young people born in poverty who were randomly assigned at ages 3 and 4 to one of three groups, each experiencing a different curriculum model:



- ◆ In the **Direct Instruction model**, teachers followed a script to directly teach children academic skills, rewarding them for correct answers to the teacher's questions.
- ◆ In the **High/Scope model**, teachers set up the classroom and the daily routine so children could plan, do, and review their own activities and engage in key active learning experiences.
- ◆ In the **traditional Nursery School** model, teachers responded to children's self-initiated play in a loosely structured, socially supportive setting.

Program staff implemented the curriculum models independently and to high standards, in 2½-hour classes held 5 days a week and 1½-hour home visits every two weeks, when children were 3 and 4 years old. Except for the curriculum model, all aspects of the program were nearly identical. The findings presented here are corrected for differences in the gender makeup of the groups.

By age 23, the High/Scope and Nursery School groups had ten significant advantages over the Direct Instruction group, while the Direct Instruction group had no significant advantages over them. But the High/Scope and Nursery School groups, after controlling for differences in gender makeup, did not differ significantly from each other on any outcome variable.



By age 23, the High/Scope group had eight significant advantages over the Direct Instruction group: one-fourth as many felony arrests (0.2 vs. 0.9 per member); no arrests for property crimes as compared to 0.9 per Direct Instruction group member; two-fifths as many acts of teen misconduct (5.9 vs. 14.9 acts reported at age 15); one-eighth as many needing treatment during their schooling for emotional impairment or disturbance (6% vs. 47%); about half as many saying that various kinds of people gave them a hard time (36% vs. 69%); 31% of the group living with their spouses as compared to 0% of the Direct Instruction group; four times as many who had ever done volunteer work (43% vs. 11%); and almost twice as many who planned to graduate from college (70% vs. 36%).

By age 23, the Nursery School group had four significant advantages over the Direct Instruction group: one-sixth as many felony arrests at age 22 and over (0.1 vs. 0.6 per member); one-eighth as many needing treatment during their schooling for emotional impairment or disturbance (6% vs. 47%); no members ever suspended from work as compared to 27% of the Direct Instruction group; and four times as many who had ever done volunteer work (44% vs. 11%).

Through age 10, the main finding of this study had been that the overall average IQ of the three groups rose 27 points from a borderline impairment level of 78 to a normal level of 105 after one year of their preschool program and subsequently settled in at an average of 95, still at the normal level. The only curriculum group difference through age 10 was measured as the preschool programs ended: the average IQ of the Direct Instruction group was significantly higher than the average IQ of the Nursery School group (103 vs. 93). Throughout their school years, curriculum groups did not differ significantly in school achievement, nor did their high school graduation rates differ significantly. The conclusion at that time was that well-implemented preschool curriculum models, regardless of their theoretical orientation, had similar effects on children's intellectual and academic performance. Time has proved otherwise.

Scripted teacher-directed instruction, touted by some as the surest path to school readiness, seems to purchase a temporary improvement in academic performance at the cost of a missed opportunity for long-term improvement in social behavior. Child-initiated learning activities, on the other hand, seem to help children develop their social responsibility and skills so that they less often need treatment for emotional impairment or disturbance and are less often arrested for felonies as young adults.

While the High/Scope and Nursery School groups did not differ significantly on any outcome variable at age 23, the High/Scope approach is easier to replicate than the Nursery School approach because of its extensive documentation, teacher training program, and assessment system. The Nursery School approach used in this study was the unique product of teachers trained in a general child development approach.

For this reason, it is unclear whether the results of this study apply to children who experience other versions of the Nursery School approach developed by their own teachers.

These findings constitute evidence that early childhood education works better to prevent problems when it focuses not on scripted, teacher-directed academic instruction but rather on child-initiated learning activities. Because biweekly home visits were part of each program, it seems that home visits by themselves do not account for these differences. These findings suggest that the goals of early childhood education should not be limited to academic preparation for school, but should also include helping children learn to make decisions, solve problems, and get along with others.

To Order
HIGH/SCOPE PRESS 600 North River Street Ypsilanti, MI 48198-2898
Fax: 1-800-442-4FAX Phone: 1-800-40-PRESS

Order the complete study — *Lasting Differences: The High/Scope Preschool Curriculum Comparison Study Through Age 23* by L. J. Schweinhart and D. P. Weikart, 1997. $19.95

Order a comprehensive examination of six preschool curriculum models — *Models of Early Childhood Education* by A. S. Epstein, L. J. Schweinhart, and L. McAdoo, 1996. $25.95

Order the color video *This Is the Way We Go to School* (film transfer, 28 minutes), featuring footage of the Curriculum Study classrooms in action, 1969. $50.95

Plan-Do-Review — After School, Too!

Chris Sciarrino
Director, Clayton Charter School, Denver, Colorado

Karyn Andrus
Coordinator, Thinker Program, Clayton School, Denver, Colorado

Mark Lucero
Teacher, Thinker Program, Clayton School, Denver, Colorado

After school programs face the unique challenge of offering children an engaging program after what is often a very long day at school. This workshop will focus on how the program at the Clayton Charter School has used the High/Scope Approach to meet this challenge. "After school style" daily routine, plan-do-review, and small groups for multi-aged children, 1st-5th grade, will be discussed.

Notes

Writing IEP Objectives from the High/Scope COR

Sandy Slack
K-3 Early Childhood Grant Coordinator and Teacher
Robert S. Payne Elementary, Lynchburg, Virginia

This is a workshop to assist special education personnel in writing short term objectives that reflect the High/scope educational approach. Learn how to use the COR as a source for IEP objectives and tailor it to individualize for each child.

Lynchburg City Schools
Description of High/Scope Child Observation Record

(The High/Scope Child Observation Record is available from the High/Scope Press.)

The High/Scope Child Observation Record (COR) is an assessment instrument designed for use with children aged 2 years 6 months to 6 years 0 months. It can be used by a trained observer while children are involved in daily program activities in a variety of early childhood settings. Assessment is based upon observation of the child's behaviors and activities in six developmental categories, each of which includes 3-8 individual items. The six categories included in the COR are:

- Initiative
- Creative Representation
- Language and Literacy
- Social Relations
- Music and Movement
- Logic and Mathematics

In most cases, the behaviors noted by the observers (teachers, therapists, family members are those the child initiates, rather than simple responses to adult directions. The COR is most appropriately used for child assessment in a setting organized around a developmental program, where children can be observed initiating and participating in a wide variety of activities and behaviors.

The COR can be used to assess educational progress of a single child over time or at a single point in time. Information for COR ratings comes from daily, ongoing, anecdotal notes kept by people most familiar with the child. The notes, kept on the Key Note form (a log), are dated, short, factual, and complete enough to give a full picture. The scoring is accomplished by the people who took the notes. To score items, there must be anecdotal notes and team agreement that the noted behavior is typical for the child. Each child has a scoring booklet that can be used as many as three times a year.

The Lynchburg City Schools' early childhood special education staff made additions to the COR to reflect the need for assessment younger than two years six months. Teachers and therapists collaborated, using their experience and knowledge, to increase the range of the COR to include the very developmentally young child. Additional items were included at the upper levels if smaller steps appeared warranted. This is now referred to as the COR adapted by and for use in Lynchburg City Schools.

During Individualized Education Program (IEP) planning meetings, further modifications of the COR are usually made by the IEP team. These specific items are written into the child's COR scoring booklet as well as the child's IEP.

Notes

(Handouts for this session continue on the next page.)

Lynchburg City Schools
Individualized Education Program

Graham

Annual Goal: By 5/23/97, Graham will show improvement in his initiative and social skills by expressing choices, using materials in an organized manner, and developing relationships with others.

Short-Term Objectives/ Criteria for Evaluation	Evaluation Procedures & Schedule	Initiated	Comments	Mastered
By 5/23/97 Graham will indicate desired activity, place of activity, materials or playmates with a two or three word phrase as noted in 3 anecdotes taken by teachers and kept in a log of anecdotal notes. (COR A 2.75)	Progress will be evaluated three times (11/1/96; 3/1/97; 6/1/97) through developmental observations on the Child Observation Record (COR) based on anecdotal notes kept in a log by teachers, staff and parents and/or mutually agreed upon as the child's consistent behavior by two observers.			
By 5/23/97 Graham will use complex sets of materials in an organized manner as noted in 3 anecdotes taken by teachers and kept in a log of anecdotal notes, (COR C2.5)	Progress will be evaluated three times (11/1/96; 3/1/97; 6/1/97) through developmental observations on the Child Observation Record (COR) based on anecdotal notes kept in a log by teacher, staff and parents and/or mutually agreed upon as the child's consistent behavior by two observers.			

Short-Term Objectives/ Criteria for Evaluation	Evaluation Procedures & Schedule	Initiated	Comments	Mastered
By 5/23/97 Graham will initiate interactions with other children as noted in 3 anecdotes taken by teachers and kept in a log of anecdotal notes. (COR F3.)	Progress will be evaluated three times (11/1/96; 3/1/97; 6/1/97) through developmental observations on the Child Observation Record (COR) based on anecdotal notes kept in a log by teachers, staff and parents and/or mutually agreed upon as the child's consistent behavior by two observers.			

Individualized Education Program

Annual Goal:

Short-Term Objectives/ Criteria for Evaluation	Evaluation Procedures & Schedule	Initiated	Comments	Mastered

Increasing Encouragement While Decreasing Praise

Betty Stanley
Resource Teacher, Prekindergarten Program, Brevard District Schools,
Melbourne Florida

Researchers and child development specialists report that extrinsic motivators, praise and reward, have negative implications. This workshop will examine results of praise and strategies for its alternatives, specific ways to encourage children. Come learn about becoming an encourager!

Your Reaction to Praise and Rewards

(From High/Scope's Preschool Workshop Series participant guide,
The High/Scope Approach to Adult-Child Interaction, p.33)

Only a few individuals in the group received praise and rewards. Put a check next to each statement that represents your feelings right now:

_ I am angry.
_ I feel competitive.
_ Why didn't I get a reward?
_ If we had known what you wanted, we would have done things differently.
_ I feel dependent.
_ I am frustrated.
_ I've been manipulated.
_ I've been evaluated and judged.

List additional feelings below:

Have you seen examples of children acting or feeling any of these ways when they were in praise-and-reward situations?

The Negative Implications of Praise

(From High/Scope's Preschool Workshop Series participant guide,
The High/Scope Approach to Adult-Child Interaction, p.35)

Here is a sampling of what researchers and child development experts say about praise-and-reward systems:

1. "Praise is like other forms of reward which discourage children from judging for themselves what is right and wrong. Praise may lead to dependency because children come to rely on the authority figure to tell them what is right or wrong, good or bad."
   Kamii, C. (1984). Viewpoint: Obedience is not enough. *Young Children, 39*(4), p. 13.

2. "To judge at all implies superiority and takes away from the children's power to judge their own work. Such praise is not conducive to self-reliance, self-direction, or self-control. To the child, if the authority figure can judge positively, they can also judge negatively."
   Ginott, H. (1972). *Teacher and child.* Boston, MA: Macmillan Co., p. 93.

3. "Some students are particularly adept at pulling praise from teachers by smiling or beaming proudly, showing off work, and even communicating an expectation of praise. This praise however, may have a negative effect such as diminishing a child's sense of worth and struggle for independence."
   Brophy, J. E. (1981). Teacher praise: A functional analysis. *Review of Educational Research, 51*(1), p. 27.

4. "Students frequently try to read or check the teacher's eyes for signs of approval or disapproval. Praise lowered students' confidence in their answers and reduced the number of verbal responses they offered."
   Rowe, M. B. (1974). Relation of wait-time and rewards to the development of language, logic, and fate control. *Journal of Research in Science Teaching, 11*(4), p. 292.

5. "*I like the way Margaret is listening* is using praise to manage children, and to encourage other children to conform. Use of praise in this manner can lead to anger and resentment. Even very young children can often tell they are being manipulated with such a statement."
   Ohanian, S. (1982). There's only one true technique for good discipline. *Learning, 11*(1), p. 17.

6. "No child can always be good, or nice, or smart. Consequently, in order to avoid negative evaluations, they may tend not to take chances and try difficult tasks."
   Hitz, R. & Driscoll, A. (1988, July). Praise or encouragement? New insights into praise: Implications for early childhood teachers. *Young Children*, p. 8.

7. "Praise can actually lessen self-motivation and cause children to become dependent on rewards. Praise may be useful in motivating students to learn by rote, but it may actually discourage problem solving."
   Martin, D. L. (1977). Your praise can smother learning. *Learning, 5*(6), p. 51.

Encouragement Strategies

Alternatives to Praise

(From High/Scope's Preschool Workshop Series participant guide,
The High/Scope Approach to Adult-Child Interaction, p.36)

Instead of praising children, here are some things you can do:

- **Participate in children's play.** Work side-by-side with children using the same materials in a similar fashion. Become a "partner" by taking turns with them during play, matching the level of complexity of their play, and generally following their lead.

- **Encourage children to describe their efforts, ideas and products.** Our goal is to have children, not adults, evaluate children's work. We want the children to develop self-esteem; to feel good about their work and ideas. One way to facilitate this is to ask children open-ended, divergent questions like:

  "What can you tell me about your picture?"

  "How did you build this hospital?"

  "I notice that you have put many buttons on top of the wood. What will you do next?"

- **Acknowledge children's work and ideas by making *specific* comments.** You can encourage children to classify and describe their work and ideas by making specific, objective comments about children's work as you talk with them. These kinds of comments also serve as nonjudgmental responses when children want adult acknowledgment. Some examples:

  "I see that you have painted a picture that has lots of blue paint on the bottom, and red paint along the side."

  "Okay, I will wear the big blue hat with the gold band around the middle."

What Does This Anecdote Really Tell Us?

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Collecting, cross referencing and identifying the developmental rank of each anecdote can be a big, big job. It's scary, it's ominous and most of all, overwhelming. But, so is going to college, raising children, and learning to drive. These things take work, practice and persistence. So does getting good at understanding children's anecdotes. This workshop will provide an opportunity for you to work and practice. The persistence is up to you!

Notes

COR Clinic: Iodine, Band-Aids and Gauze

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Carol Montealegre
Field Consultant, High/Scope Foundation
Teacher Trainer, Division of Early Childhood Programs, Dade County Public Schools, Miami, Florida

If this is what's (barely) holding your assessment efforts together — then perhaps you'd like to bring some of your questions to us. Our practical experience with children, teachers, workshop participants, and the COR itself may be of some help to you. We will address as many concerns as we can in the time allowed. Please join us if questions are cutting into your progress in using the High/Scope Child Observation Record assessment tool.

Notes

Special Needs Children and High/Scope? You Bet !!

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

This workshop is going to take a look at how and why children with special needs do thrive in a classroom that is implementing the High/Scope Educational Approach.

If you are unfamiliar with the High/Scope philosophy and approach, this workshop will frustrate you.

If you do not understand the High/Scope planning and recall process, this workshop will confuse you.

If you want ideas for making things in small group time activities, this workshop will disappoint you.

However, if you are a person working with children that have special needs and you have a basic understanding of the High/Scope approach, this workshop is for YOU !

Notes

A Dream In The Making

Mona Timmons
Director, St. John's Room To Grow Child Care Center, Fallon, Nevada

Janera Tucker
School Age Program Teacher, St. John's Room To Grow Child Care Center, Fallon, Nevada

DeeDee Mello
Preschool Teacher, St. John's Room To Grow Child Care Center, Fallon Nevada

Hear a panel of child care providers from Nevada share their experiences on opening a new child care center that has grown from two rooms to a new 10,000 square foot center. They'll discuss implementing High/Scope on a shoe string, and funding, staff, and scheduling issues. This is an inspiring story of their dream.

Notes

"I'm Really Frustrated" — Strategies for Meeting The Diverse Needs of Children

Mark Tompkins
Field Consultant, High/Scope Foundation,
Principal, Wealthy Elementary School, East Grand Rapids, Michigan

This session is designed to help you with children who are frustrating, by designing strategies that match their strengths — not weaknesses. A collaborative child-study process will be explored.

Notes

"The Bridge to Literacy": Language Workshops (K-1)

Linda Toren
Field Consultant, High/Scope Foundation
Director, California Reading and Literature Project
West Point Elementary School, West Point, California

Jordon Bramell
Teacher, West Point Elementary School, West Point, California

What are the key experiences for kindergarten and first grade students as they become emergent readers and writers? How can we plan workshops that support a variety of student experiences (cultural and environmental) and developmental levels with print and knowledge of language? Experience language workshops that help support active student engagement, as well as how we plan for small group instruction.

Notes

(Handouts for this session continue on the next page.)

Kindergarten — First Grade Language Workshops

Workshop Activity (Brief Description)	Key Experience(s)	Multiple Intelligences	Elements of Active Learning
1.			
2.			
3.			
4.			
5.			
6.			

Information and Notes:
Workshops & Daily Schedule

How long?

Types of groupings?

Small group Instruction

How many?

Management issues

Independent workshops

Key Experiences	**Multiple Intelligences**	**Active Learning**
Speaking their own language or dialect.	Verbal/linguistic	Choice
Asking and answering questions.	Logical/mathematical	Language
Writing in conventional and unconventional forms.	Musical	Adult support
Participating in singing, storytelling, poetic, dramatic activities.	Visual/spatial	Materials
Observing the connections between spoken and written language.	Body/kinesthetic	Manipulation
Acquiring, strengthening, and extending writing, skills: letter formation.		
Expanding comprehension and fluency skills: — Activating prior knowledge — Developing strategies for interpreting narrative and expository text.		
Invented spellings — initial sounds, syllabic sounds, final sounds, medial sounds		

Keep It Simple: Make It Fun
Developing Creative Training Techniques

Charlottee N. Umoja
Field Consultant, High/Scope Foundation, Washington, D.C.

This workshop is designed for trainers. It is a fact that training is not always fun, and it requires time and effort. Nonetheless, there are training techniques and approaches that will suggest, under the direction of a competent and emphatic trainer, training can be fun. How we meet, plan, and train, shape the outcome.

Notes

Key Experiences Tour

Karen Weber
Field Consultant, High/Scope Foundation,
Director of Early Childhood Education, King's Schools, CRISTA Ministries,
Seattle, Washington

Set sail on a tour through the High/Scope key experiences! Explore the ten areas which make the High/Scope Educational Approach so exciting for kids and teachers alike. Find out why they are important and learn ways to integrate them into your program. Bring your questions and ideas to share. This in-depth look into the key experiences will have you seriating, moving, classifying, and creatively representing with the best!

Notes

(Please refer to the High/Scope Preschool Key Experiences, which may be found following the Table of Contents.)

Using the High/Scope Educational Approach In a Christian School

Karen Weber
Field Consultant, High/Scope Foundation,
Director of Early Childhood Education, King's Schools, CRISTA Ministries,
Seattle, Washington

Does your Christian school use High/Scope? Do you wish it did? Do you wonder whether it would make a difference? Come find out how one school has fully integrated High/Scope into our setting. We'll share tips on educating parents, co-workers, and the "higher-ups" about this developmentally appropriate curriculum. Also, practical ways to share spiritual values using High/Scope's active learning approach.

Christian Spiritual Life Learning Objectives

Developed by the Director and Staff of King's Early Childhood Education Center,
Seattle, Washington, 1995

1. Demonstrating a knowledge of God

2. Understanding concepts of prayer

3. Demonstrating empathy for others

4. Demonstrating the basic Christian principles {Gal. 5}

5. Communicating a personal faith

High/Scope is the Right Choice for a Christian School

- Structure — a framework that works for kids and staff

- Research-based, cutting edge

- Active Learning — it's how kids learn!
- Appropriate learning objectives
- Easy to use
- Flexible
- Deeper challenge for the children
- Observation based assessment
- Allows for personalization — integration of faith and learning

Challenging Issues in Early Childhood Education Around the World

David P. Weikart
President, High/Scope Foundation, Ypsilanti, Michigan

Shannon Lockhart
Project Associate, High/Scope Foundation, Ypsilanti, Michigan

This session is designed for college, university, and agency-level teacher educators. The session will look at samples of a series of videotapes and how they relate to important issues in teacher education. Students in child development courses as well as practitioners can get a clearer understanding of what child development means in different countries and how practices are impacted by culture.

In 1984, High/Scope began the coordination of a 15-country study of preprimary education. The study has now completed data collection and initial information is available. The primary work of the study is to investigate the way children are educated in day care centers, preschools, and at home settings. The study includes the observation of children on a time-sample basis. These observations were made to discover exactly what children do and what teachers believe they are actually doing with children in each country.

As part of the overall study, each country participated in a videotape project to record typical childhood education and care practices. These videotapes bring to life what the observers actually saw in practice.

The session will look at samples of these videotapes and how they relate to important issues in teacher education. Students in child development courses as well as practitioners can get a clearer understanding of what child development means in different countries and how practices are impacted by culture. The videotapes can also be used to improve understanding of child behavior — for example, the behavior of American children contrasted with children from China or other countries. They, also, can be used to look at language development as well as teacher classroom teaching practices and child management strategies.

Overall, the session will focus on getting maximum value from these videotapes for educators and for those planning to work with young children. Plans will be discussed for maintaining contact among those using these videotapes to share ideas. High/Scope Foundation will work with all teacher educators desiring to acquire these videotapes.

Challenging Issues on Videotapes

IEA Preprimary Project — High/Scope Foundation

How do children in different cultures demonstrate stages of physical development?

- What is the level of physical growth and performance?
- What special physical skills and abilities are evident?
- What are children's actual playground and classroom behaviors?

What do adults (teachers/parents) expect children to learn?

- What are children asked to do?
- What content and experiences are offered?

How do teachers and children interact?

- What teaching styles are employed?
- How do children behave with other children, with teachers?
- How do teachers relate to children, to parents?

What is the physical setting for learning?

- What indoor space and furnishings are available?
- What equipment/materials do children/teachers use?
- What is the classroom layout?
- What outdoor space, equipment, and supervision are available?

What are the program goals?

- What attention is given to academics, movement, music, art, physical exercise, language, social development?
- How are other traits developed such as leadership, independence, initiative, creativity?
- What attention is given to nutrition, health, cleanliness?

How are general operational issues handled?

- What role does gender play in the classroom?
- How does class size affect the teaching and curriculum?
- How is discipline handled?
- How are parents involved?

What theory and policy issues are involved?

- What theory of learning is implied by each setting?
- How might different countries define child engagement in learning?
- What kind of teacher-training is implied?
- What shapes the program most — culture, teacher training, local language, child needs?

High/Scope Textbook Review and Adoption Panel

David P. Weikart
President, High/Scope Foundation, Ypsilanti, Michigan

Emily Koepp
Director, Marketing and Fund Development, High/Scope Foundation, Ypsilanti, Michigan

This session is designed for college, university, and agency-level teacher educators. The purpose of this session is to review the concept of the High/Scope Text Book Review and Adoption Panel. Those who elect to serve on the panel will receive a review copy of all publications from High/Scope that may be used as a college and training textbook.

Any teacher educators in either preservice or inservice is welcome to join the High/Scope Textbook Review and Adoption Panel. The work of the panel is to review the High/Scope publications and provide guidance and assistance to the High/Scope Foundation in responding to the needs of the field. In addition, the panel would offer advice to the High/Scope Press in appropriate presentation of High/Scope books for use as college and teacher training textbook. If you are responsible for textbook adoption and work with others who adopt textbooks, we would like your involvement.

This workshop will accomplish several things.

1. Discuss High/Scope publications that can be used as textbooks and establish some criteria to guide the initial selections for the panel to review.
2. Discuss and establish the means of evaluation and the type of teacher educator who would most be interested in the use of the publications as textbooks in preservice or inservice training classes.
3. Establish panel operations procedures.

This session is open to those who teach in a college, university, or direct teacher inservice training. If you adopt textbooks or direct those who do and if you are willing to assist in this project, we look forward to your attending this workshop.

Developing Small-Group Experiences: What Shall We Do Tomorrow?

Linda Weikel
Educational Consultant, High/Scope Foundation, Ypsilanti, Michigan

Struggling to come up with new and exciting small-group times for your class? Come to this session, try your hand at these activities, and take home new ideas for planning your small-group experiences.

Small-Group Time: A Summary

What It Is

- An adult-initiated learning experience based on children's interests and development
- The same group of children with the same adult
- Active learning in a supportive setting

Why It Is Important

- Builds on children's strengths
- Introduces children to materials and experiences they might otherwise miss
- Provides children with regular peer contacts and interactions
- Lets adults observe and interact daily with the same group of children
- Enables adults to practice support strategies in a stable setting

Where to Meet

- In a consistent place
- In a special location near the relevant materials

What Children Do at Small-Group Time

- Explore, play, work with materials, and talk about what they are doing
- Solve problems they encounter

What Adults Plan Small-Group Experiences Around

- Children's interests
- Materials — new or unexplored
- Key experiences
- Local traditions, community events

Big–Books: Developing Literacy Skills Throughout the Daily Routine

Alex Williams
Freelance Lecturer and Designer of Resources, Bristol, England

This workshop is concerned with the use of laminated "Big-books" in the classroom. Ways will be indicated for adults to reformat good quality children's literature to help young children to become eager readers. Current views on literacy in the early years will be used as a basis for observation and planning. The development of activities for the individual and for groups will be discussed.

Things You Can Do With High-Quality Laminated Big-Books Throughout the High/Scope Day

- Apprenticeship reading with a group of 4, or a whole class
- Reading a story for meaning and for enjoyment, resulting in strong motivation
- High-level of concentration for a long period of time
- Interaction with a Big-book-listening, speaking, reading, writing, looking, and thinking collaborative, not isolated reading (2 or 4 in a group) with and without the teacher
- Cognitive challenge, not simplified reading or "distorted" language, no limit on extending the child's reading
- Improved opportunities for intensive observation of a child's interaction with an enlarged book using a book stand
- No child reads at frustration level because the adult is reading to and with the children and the children are supporting each other, whether working with or without the teacher
- The children are supporting each other, whether working with or without the teacher
- Increased range of strategies available to the teacher to help the child, e. g., marking up the text

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- Scaffolding — teacher/parent acts as a bridge between the child and the book
- Teacher's use of language becomes more facilitative when able to focus on language (the book provides the content of the lesson) using comments not questions — differentiation
- Provides lots of opportunities to explore and discuss author style
- The story acts as a jumping-off point for the child's own writing—innovating on a text plus many more; this leads on to the making of child-produced books
- The resulting child-produced books become an important part of the reading program exploration of the Big-book and allows scope for the development of child-initiated activities
- Discussion about pictures gives time for the teacher to do anecdotal record-keeping
- Improved diagnosis of confusions, ongoing assessment and instant teaching
- Because the teacher uses miscue analysis constantly, not just in relation to the reading but in the child's whole interaction with the book, the teacher is able to note all kinds of confusions including inability to state the main idea in a picture, incorrect concepts about print, lack of understanding of book format, and lack of comprehension of the text
- The stages of emergent literacy can be noted, and the child's concepts about print (see the work of Emilia Ferreiro or Temple, Nathan and Burris)
- Plenty of practice paraphrasing, because the correction of miscues requires flexibility of spoken language in order to select other words appropriate in that context
- Rhyme and alliteration can be emphasized in the context of the story, both auditorialy and visually (see the work of Bryant and Bradley)
- Phonics can be learned in a meaningful context, not taught in isolation
- Short words inside long words can be circled to encourage children to see letter clusters within words and short words inside compound words (see the work of Charles Cripps)
- Whole words can be learned in context, using left-to-right direction of letters in a word and words on a line
- The teacher, then the children, can point to the words from left to right as the group reads (see the work of Marie Clay on the importance of the teacher pointing to words)

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- Punctuation can be circled to highlight its important in phrasing and in reading for meaning
- Speech can be underlined in the main body of the text and copied to make a speech bubble
- Speech bubbles can be created in the context of the story on the plastic surface of the page
- The book not only provides the lesson content, but also the follow-up activities, as the children can use the non-permanent pen (without the teacher) to mark up the text in a variety of ways thus enhancing their own understanding; the children can leave their work in the book and the teacher can use if for assessment

Observable Book Behavior

Diagnosing the children's knowledge about language by asking them to point as an adult reads aloud

Three-year-olds and older children:

- May not know that printed words have meaning and may point to pictures without any reference to print
- May think that writing only tells the name of what is in the picture
- May think that writing only has significance when it is with a picture
- May think that large objects need more letters in their name and small objects need fewer letters
- May think that if there are five of something in a picture, you need five lots of symbols
- May believe that if there are less than two letters you cannot read it because it is a number
- May know that print has meaning and point to print but may not know that the direction is significant
- May not understand that the left page usually comes before the right page
- May know that print goes from left to right on the first line, but not on every line of print
- May know that print goes from left to right on every line and from top to bottom of the page

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- May not have one-to-one correspondence of spoken and written word, so they may not be able to point to each word individually as the adult reads

- May point to a written letter for each spoken syllable

- May point to a written word for each spoken syllable

- May use some specific book phrases when telling the story in their own words:
  a. using the pictures in the book, in the correct sequence
  b. from memory

- May have some knowledge of book language and may know an approximation for the words that a particular author uses, by listening when another person reads a story, but may not remember every word on the page on their own (almost memorizing the page)

- May have one-to-one correspondence when an adult reads, and may memorize the text but may not yet be able to do both simultaneously

- May seem to have one-to-one correspondence of a spoken and written word for the majority of the time, but occasionally lose their place

- May not understand that a compound word is a long word made up of two short words, and may match that one spoken word to two written words, so that when the adult moves on in the reading, they are pointing to the wrong words, because they are one word ahead of the adult (This may explain why some children lose their place when listening to a taped story, too)

- May confuse an apostrophe with a comma (and interpret it as a separate symbol rather than a joining one) so that they point twice to a word that contains an apostrophe, instead of pointing once; when the adult moves on in the reading, they are pointing to the wrong words, because they are one word behind the adult (This may be another reason why some children lose their place when listening to a taped story, too.)

- May show confusion about compound words and contractions (e.g. isn't) so that where sentences contain both compound words and contractions they lose their place frequently

- May be confused about punctuation, e.g. comma with apostrophe, continuation marks with full stops, question marks with exclamation marks, a hyphen with a dash

- May ignore the full stops and read without pauses, so that they join the last word of one sentence onto the first word of the next one, so lose the meaning the author intended

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- May pause at the end of a line of print instead of joining the last word of one line of print to the first word of the next, when there is no full stop; would benefit from not using books that have full stops at the end of very line of print
- May well do both of these; ignore the full stops and pause at the end of every line of print
- My not understand the containing nature of speech marks, especially when they are straight rather than curved
- May not understand that there can be several sentences within one set of speech marks
- May not understand that there may be more than one set of speech marks opening and closing within one sentence
- May have unusual ways of pointing to words as an adult reads; observe carefully and record this in your notes

Record Keeping

It is essential that there is anecdotal record-keeping over a period of time. Observing the child's concepts about literacy at any point in time allows the adult to record what the child can do and see wheat kind of support the child needs. Apprenticeship reading of stories (that are not simplified) in Big-book format provides a setting for the adult to observe the child's knowledge without limiting the task and to give some support by explaining those aspects of literacy that the child does not appear to understand. A collaborative setting is also conducive to learning, because the children observe what other readers do and can model themselves on this observation.

This checklist is based on the author's reading as well as direct observation of numbers of children in a shared Big-book setting, over a period of five years, in a large number of schools.

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Movement and Music Sessions

The following handouts will be found in the Movement and Music section:

Session 1 — Engaging Children in Learning Through Movement
Phyllis S. Weikart and Elizabeth B Carlton

Session 2 —Key Experiences in Movement Throughout The Daily Routine
Phyllis S. Weikart and Elizabeth B. Carlton

Session 3 — Key Experiences in Music Throughout The Daily Routine
Elizabeth B. Carlton and Phyllis S. Weikart

Session 4 — How to Help Children Develop Their Natural Singing Voices
Elizabeth B. Carlton and Phyllis S. Weikart

Session 5 — Steady Beat: Why Do Children Need It?
Phyllis S. Weikart and Elizabeth B. Carlton

Session 6 — Strategies for Active Learning: Planning Ideas for Introducing Elementary Key Experiences
Kristyn Kuhlman

Saturday Morning Session — Steady Beat and Singing Lab
Phyllis S. Weikart and Elizabeth B. Carlton

Additional Session Thursday Afternoon — Enhancing Language Through the Use of Movement and Music
Karen Weber

Notes

Engaging Children in Learning Through Movement

Phyllis S. Weikart
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Director, Education Through Movement: Building the Foundation
Movement Consultant, High/Scope Foundation

Elizabeth B. Carlton
Assistant Professor, Director, Community Music Program
Catawba College, Salisbury, North Carolina
Music Consultant, High/Scope Foundation
Endorsed Trainer, Education Through Movement

What a child discovers through movement-based active learning is usually remembered. The movement and a child's ability to talk about that movement are key ingredients for learning. Join us for delightful activities that help children "learn to move so they can move to learn."

SESSION 1

Warm-up

Using nonlocomotor and locomotor movement **Cobbler's Reel RM1**

Explore nonlocomotor and locomotor movement using the "menu":
FEE: Movement, p. 95, 110

Nonlocomotor movement (anchored) and performed in personal space
Locomotor movement (nonanchored) and performed in personal or general space
For each movement identify the "Essential Aspects of Movement"
Body part, Movement, Where, How

Responding and identifying movements and "Essential Aspects" led
Cobbler's Reel RM1

Movement-Based Active Learning

Addresses the Gross Motor Needs of Children

An approach that focuses on purposeful movement as the active learning base to help learners first understand curriculum concepts and then have the ability to apply them.

Key Experiences in Movement (Overview) **FEE: Movement, p. 51**

Moving in Nonlocomotor (anchored) and Locomotor (nonanchored) Ways

Body, Language, Space, Time

Movement Core: **FEE: Movement, p. 50**

The motor development base for purposeful nonlocomotor and locomotor movement

Movement-Based Active Learning Strategies **FEE: Movement, p. 42**

Exploration of Purposeful Movement, **Choices** and Planning by Students,
Language listened to and supplied, Initiation by Teacher and Students,
Facilitation and Reflection, **Support** from Teacher and Peers

Teaching Model Components: **FEE: Movement, p. 31**

SEPARATE:	Demonstrate *or* Tell *or* Use hands-on guidance to help children respond to what they SEE, HEAR, and FEEL
SIMPLIFY:	Begin with what is easy or manageable to learn so that children are immediately engaged where they can feel successful
FACILITATE:	Engage learners through action, thought, and language help children to think about what they are doing (the action) and to talk about it

Movement-Based Active Learning Experiences

✦ **Movement Key Experiences:** Moving in nonlocomotor and locomotor ways
Acting upon movement directions

Curriculum Concept: Affective word "happy"
"If You're Happy" Use ideas from the children then use their names ("If you're happy and you know it, do it Steven's way," etc.) — uses movement-based active learning for the concept "happy"

Suggest to children that they show with movement other words they speak—sleepy, angry

✦ **Movement Key Experiences:** Moving in nonlocomotor and locomotor ways
Moving in sequences to a common beat

Curriculum Concept: Sequences (movement and melodic), seriation
"Pizza Hut" **Movement Plus Rhymes...**

Extensions: Opposites (up, down; fast, slow; etc.), rhyming words

Application: How were these active learning experiences presented?
How could you follow the same principles with a different action song?

✦ **Movement Key Experiences:** Moving in locomotor ways
Feeling and expressing steady beat

Curriculum Concepts: Space awareness, representation
"Who's Driving?" **FEE: Movement, p. 251**

Using Olympiad rings as steering wheels, children drive about the space. One child is the leader and starts/stops the group.

Extension: Add music to walk the steady beat **Cherkessiya RM2**

✦ **Movement Key Experiences:** Moving in nonlocomotor ways
Acting upon movement directions
Expressing creativity
Curriculum Concepts: Copying, representing

"Little Red Wagon" **Movement Plus Rhymes...**

Children decide how they will move in their wagons. Movement is started by a child and the song is added.

Application: What other experiences can we initiate where children use representative movement?

✦ **Movement Key Experiences:** Moving in locomotor ways
Feeling and expressing steady beat

Curriculum Concepts: Low to high and high to low movement and vocal sounds
"*People in Our Town*" **FEE: Movement, p. 245**

Walk to the steady beat: "There are (people) in our town,
Going for a (walk) today.
The wind blows so very hard,
It turns them the other way." Oooooh!

Substitute for people animals or specific categories of people, i.e., children, mailmen, etc. Substitute for walk other locomotor movements. With the vocal exploration at the end, children are encouraged to swing the arms up and down as the voice goes higher and lower (random pitches).

✦ **Movement Key Experiences**: Moving in locomotor ways
Acting upon movement directions
Feeling and expressing steady beat

Curriculum Concepts: Start/stop, steady beat, visual responding
"*Seven Jumps*" **FEE: Movement, p. 241**

Jog in place 12 steps, then do 1 jump; Repeat; Copy the leader's static movements

Also set this up with the children's movements. **Seven Jumps RM2**

When you use the children's movements you might wish to use 3-4 children and then stop the music.

Reflection:
What are you aware of concerning movement-based active learning?
What can adults assess in "real time" when movement-based active learning is used?
Why do children need experiences like these?

Key Experiences in Movement Throughout The Daily Routine

Phyllis S. Weikart
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Many opportunities occur throughout the daily routine for adults to support and extend children's fundamental motor skills. The inclusion of children's movement brings a concrete focus to tasks and words that may otherwise seem abstract. Come move with us and experience anew the child's way: "to do is to understand."

SESSION 2

Warm-up **Tipsy RM7**

What key experiences in movement were you aware of in this warm-up?

Movement Key Experiences

Engaging The Learner

- Acting upon movement directions (auditory, visual, and tactile processing)
- Describing movement (talking about the movement one is doing, going to do, has done and learner SAY & DO)

Enabling The Learner

- Moving in nonlocomotor ways (anchored movement in personal space)
- Moving in locomotor ways (nonanchored movement in personal and general space)
- Moving in integrated ways (two different areas of the body coordinated—Gr.2 and older)
- Moving with objects (gross motor movement with an object)

Extending The Learner

- Expressing creativity in movement (problem solving, representing, creating with objects)
- Feeling and expressing steady beat (feel, express, and keep an external beat—basic timing)
- Moving in sequences to a common beat (combining two of more movements in beat)

Activities Based on The Movement Key Experiences

◆ **Movement Key Experiences:** Moving in nonlocomotor and locomotor ways
Acting upon movement directions

Curriculum Concept: Following
"Follow, Follow" **Movement Plus Rhymes...**

One child is the leader and the other children follow the child's way to move.

◆ **Movement Key Experiences:** Moving in nonlocomotor ways
Acting upon movement directions

Curriculum Concepts: Visual and verbal processing

Explore engaging children with visual **or** verbal directions for a movement response. Each movement from the leader is STATIC. Have children lead. **Road to the Isles RM5**

Extensions: Lead single visual static movements to music using corresponding body parts

◆ **Movement Key Experiences:** Moving in locomotor ways
Acting upon movement directions

Curriculum Concept: Marching

One child is the leader and shows a way to march. Other children copy. Another way to march is shown and copied. Other locomotor labels can be explored in this way.

Extension: Children march to a musical selection. **Mexican Mixer RM3**

Application: Why do children need experiences in visual and verbal processing?
When during the daily routine might children be encouraged to lead these movement experiences visually and verbally?

◆ **Movement Key Experiences:** Moving in locomotor ways
Acting upon movement directions
Describing movement

Curriculum Concepts: Representing movement in different types of shoes

"Down Came a Little Girl (Boy)" **Movement Plus Rhymes...**

Children recall different shoes they have worn and talk about how they can move in them. They jump in their jumping shoes or skate in their skating shoes, etc.

◆ **Movement Key Experiences:** Moving in nonlocomotor and locomotor ways
Expressing creativity

Curriculum Concept: Creative representation
Children are encouraged to represent different animals, or events previously experienced
They also experience words that express how to move, e.g. gently, softly

Application: When in the daily routine can we encourage children to represent events experienced, including the representation of animals or people? When can we have them experience through movement action words, such as gently, softly?

◆ **Movement Key Experiences:** Moving in nonlocomotor and locomotor ways
Feeling and expressing steady beat

Curriculum Concept: Around
"Jenny Mouse" **Movement Plus Rhymes...**

The children are seated in the large group time circle. One child is the leader and makes a plan for going around the outside of the circle. Jenny decides to gallop. The children in the circle keep steady beat while Jenny gallops around the circle as the song is sung.

◆ **Movement Key Experiences:** Moving in nonlocomotor ways
Feeling and expressing steady beat

Curriculum Concept: Steady beat
"Beat is Steady" **Movement Plus Rhymes...**

After the adult initiates a steady beat movement with two hands, one child is the leader with a steady beat movement. The **anchor pitch** is sung to bring all to movement synchronization and to set the starting pitch before the song is added. Other children become the leader.

Application: When during the day can we initiate beat-keeping experiences?

◆ **Movement Key Experiences:** Moving in nonlocomotor ways

Moving in sequences to a common beat

Curriculum Concept: Sequence

Children suggest two different places to touch, such as knees and shoulders. The children chant the two places as they touch those places — KNEES, SHOULDERS. Two other places are suggested and those places are chanted as they are touched.

Extension: Use the tune to London Bridge and sing about the two places.
"Knees and shoulders is the game. Knees and shoulders is the game.
Knees and shoulders is the game. Now we stop."

Application: When can we have children experience movement coordination—movement in sequences?

Reflection on the movement key experiences

Why are the movement key experiences important?

How can we initiate gross motor experiences within the High/Scope approach?

Key Experiences in Music Throughout The Daily Routine

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The six preschool music key experiences are designed for the beginner of any age. These key experiences can be identified in many ways throughout the daily routine. When children explore and identify instruments, explore and make sounds, and explore and identify voices, they are demonstrating ways of being actively involved with music. When together children sing and create songs, they find ways to communicate and remember. Come discover how to support young children's musical play.

SESSION 3

Warm-up (use of steady beat concepts) **California Strut RM4**

Broad Categories of The Music Key Experiences

- **Exploring Music**
  - Moving to music
  - Exploring and identifying sounds
  - Exploring the singing voice
- **Using the Elements of Music**
  - Developing melody
- **Creating and Performing Music**
  - Singing songs
  - Playing simple instruments

Accents: observable outcomes "on the journey"

Based on *Education Through Movement: Building the Foundation* and Mov't Key Exp.

Moving to Music

◆ *Responding to different types of music* **Joe Clark Mixer RM1, Hole in the Wall RM4**

Curriculum Concept: Intuitive response with movement **Sousa March**
Listen to the music and plan how you will move. (Music begins again and all move.)

◆ *Using nonlocomotor & locomotor movements to music*

Curriculum Concept: Intuitive choices using purposeful movement
(1) Sing the song and choose a movement to do while singing "*Yankee Doodle*"
(2) Use planned nonlocomotor and locomotor movement to the recorded music.
(3) Listen to the recording of *"Yankee Doodle;"* plan, then move. **Yankee Doodle RM2**
Children are the leaders. The music is paused or begun again for each new leader.
Man In the Hay RM3

Application: Why is it important to have children respond intuitively to music, and with choices?

◆ *Using coordination skills in performing action songs*
"Eensy Weensy Spider" (preschool version) **Movement Plus Rhymes...**
(1) Present the first two movements (spider going up and rain coming down)
(2) Add the first two lines of the song with the children doing the movements.
Note: Leave out a motion for washing the spider out.
(3) Add the movement for "out came the sun," and repeat the movement for the spider going up the water spout.
Note: Leave out movement for "dried up all the rain"
(4) Add the rest of the song with the movements. Sing the entire song with movements.

Exploring And Identifying Sounds

◆ *Working with percussion (& melodic instrument) sounds*

Curriculum Concept: Aural discrimination

(1) Explore different ways to play percussion instruments and talk about the various sounds created. What could these sounds represent?

(2) Guide children to classify the sounds.

◆ *Exploring low—high, same—different sounds*

Curriculum Concept: Aural discrimination

(1) Explore other sounds made with hands, feet, etc. and talk about how they are different What could these sounds represent?

(2) Children lead steady beat sounds to the song "*Jungle Beat*" **Movement Plus Rhymes...**

Application: When throughout the day can adults encourage children to identify the sounds they hear?

Exploring The Singing Voice

◆ *Exploring the singing and speaking voice*

Curriculum Concept: Singing vs. speaking

(1) Explore the speaking voice then the singing voice
- Speak own name in different ways
- Sing own name with random pitches in different ways

(2) Play "Sing or Speak" game in small groups: use nursery rhymes (sing or speak as shown)

(3) Extensions: Have singing conversations; sing directions to children; sing names
Note: singing is with random pitches **FEE: Music, p. 212 & 235**

Application: When throughout the day can adults listen for and acknowledge children's creative vocalizations?

Developing Melody

◆ *Matching intervals and repeated pitches*

Curriculum Concept: Matching pitches and intervals

(1) Explore "yoo-hoo" pitches and share with the group copying each "yoo-hoo"
(2) Create ways to sing comments to children using these "yoo-hoo" pitches "Johnny! I see you!" "Lucinda is sliding down the slide" "Aletha is four today" (sing these "yoo-hoo" pitches in the child's singing range)

◆ *Responding to the shape of the melody*

Curriculum Concept: Identification of melodic shape

"Guess That Tune"— In small groups 1 person hums the melody of a familiar song. Group identifies.

Application: When during the day can we listen and acknowledge children's use of melody?

Singing Songs

◆ *Singing and shaping phrases and songs*

Curriculum Concept: Singing and shaping phrases

(1) "*Greeting Song*" Learn this variation on the Hot Cross Buns" melody (see below) Extensions: Weather, planning, etc.
(2) Sing other songs: *Where is Thumbkin? Old MacDonald London Bridge*

Application: When throughout the day could you sing songs? Encourage children to sing about what they are doing.

Playing Simple Musical Instruments

The intent of this key experience is to give children opportunities to explore real musical instruments before being taught correct ways to play them.

Preschool Key Experiences in Music

- Moving to music
- Exploring and identifying sounds
- Exploring the singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments

Reflection on the preschool music key experiences

Why are the music key experiences important?

How can we initiate musical experiences within the High/Scope approach?

"Hot Cross Buns" Melody

Johnny's here! Johnny's here!
We're so glad you came today!
Johnny's here!

Planning time! Planning time!
Where will ________ work today?
Planning time!

Rainy day! Rainy day!
We can't go out and play.
Rainy day!

How to Help Children Develop Their Natural Singing Voices

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Director, Education Through Movement: Building the Foundation
Movement Consultant, High/Scope Foundation

Young children learn to sing just as they learn to speak—through exploration. However, today many young children come to school with limited singing experiences. This session will focus on the development of children's natural singing voices. We as adults can provide opportunities for children to explore their singing voices, even when we haven't had formal training. Come explore! Play singing games! Sing simple songs! Singing and moving are joyful additions throughout the day.

SESSION 4

Warm-up **Group singing**

How do children develop their natural singing voices?

Exploring The Singing Voice

◆ *Exploring the singing and speaking voice*

Curriculum Concept: Singing vs. speaking

(1) Explore the speaking voice then the singing voice
- Speak own name in different ways
- Sing own name with random pitches in different ways

(2) Play "Sing or Speak" game in small groups: use nursery rhymes (sing or speak as shown)

Extensions: Have singing conversations; sing directions to children; sing names
Note: singing is with random pitches **FEE: Music, p. 212 & 235**

- *Exploring the broad range of the singing voice*

Curriculum Concept: Broad range of the singing voice

(1) Make sound representations from pictures (rooster, ghost, police siren, playground equipment)

(2) Use two sound representations (flying away and flying back) *"Two Little Bluebirds"* **Movement Plus Rhymes...**

(3) Yarn: Explore lower and higher vocal sounds, also use yarn on sticky boards

(4) Balloons: "Elevator Voice Game: for vocal exploration with movement

Application: When throughout the day can children be supported to explore the broad range of their singing voices?

Developing Melody

(for the adult's understanding, except where noted)

- *Identifying higher and lower pitches*

Curriculum Concept: Making pitched sounds

(1) Participants, with eyes closed, move hands in front of the body to 2 different levels and add representative pitches with each move (higher level=higher pitch, lower level=lower pitch).

(2) Leader makes a movement (high, middle or low); group copies the location and adds a representative pitch for that level. Leader continues with other movements, group copies and adds pitches. **Note:** Can be used with 4-5 yr. olds

(3) Leader sings 2 pitches; group, with eyes closed, identifies with movements in the appropriate direction. **Note:** Can be used with 4-5 yr. olds but they may not wish to close their eyes.

(4) Leader sings a pitch; group, with eyes closed, joins with movement showing higher or lower and tries to match pitch. **Note:** Can be used with 4-5 yr. olds but they may not wish to close their eyes.

(5) Add concept song "*Low or High*" by Phyllis S. Weikart **FEE: Movement, p. 221**

- *Identifying the direction of the melody (upward/downward)*

Curriculum Concept: Melodic direction
Small groups:

(1) Leader shows 3 movements; group copies the movements, then repeats movements with pitches added that go in the direction of the movement.

(2) Leader sings 3 pitches; group supplies the movements and tries to match the 3 pitches (Eyes closed)

- *Matching intervals and repeated pitches*

Curriculum Concept: Matching pitches and intervals

(1) Explore "yoo-hoo" finding one's own comfort range; share and group tries to match pitches

(2) Identify the "yoo-hoo's" most common in the child's vocal range (Children usually are most successful with pitches between middle C and A on the piano)

Body Scale: Assistance to the adult to help match pitches, and sing in tune, in the child's natural vocal range

(1) Introduction of scale degrees 5 and 3—G and E in the key of C (shoulders, waist) Sing these 5-3 pitches using "yoo-hoo" on a neutral syllable (Bom)

(2) Small groups play "Pitch Puzzles"
Leader sings 3 pitches using only 5 and 3, such as 5,3,5 or 5,5,3 or 5,3,3
Group, with eyes closed, uses movement on shoulders or waist to identity the placement of the pitches sung, then sings the 3 pitches on "Bom"

(3) Sing songs using these 2 pitches "*One, Two Tie My Shoe*," "*All the Little Monkeys*"

(4) Speak then sing nursery rhymes (leader directs the two pitches changing on the macrobeat)

- *Imitating 3—and 4—note melody patterns*

Curriculum Concept: Matching other interval relationships
Add scale degree 6—A in the key of C (top of head). Continue to use neutral syllable.

(1) Develop movement relationships of scale degrees 5, 3, 6

(2) Leader sings; group, with eyes closed, identifies pitch placements with movement only (Shapes after leader sings)

(3) Leader sings; group sings and shapes pitch sequence after leader sings.

(4) Sing and shape songs that add this new pitch "*Rain, Rain Go Away*" "*Starlight*" "*It's Raining, It's Pouring*" "*Ring Around the Rosey*"

(5) Sing and shape nursery rhymes "*Hickory Dickory Dock*" and "*Peas Porridge Hot*" using patterns of these 3 pitches
Add body scale pitches 1 and 8—C and C in key of C (knees and arms straight overhead)

Learn a concept song: "*I Like to Sing*" **FEE: Music, p. 214**

- *Responding to the shape of the melody*

Curriculum Concept: Identification of melodic shape
Add scale degree 2—D in the key of C (mid-thighs)
Sing song: "*Thumbs Go Wiggle Waggle*"

Reflection:

When in the daily routine can adults encourage children to develop their natural singing voices?

What concepts do we as adults need to keep in mind as we support children to use their natural singing voices?

Developmental Order of Pitches in the Body Scale

- Pitches 5 and 3 (shoulders, waist)
- Add 6 (head)
- Add 1 and 8 (knees, arms straight up)
- Add 2 (mid-thigh)
- Add 4 and 7 (low chest, hands slightly above head- elbows bent)

Guidelines for developing melody with young children

- Sing simple songs and begin with Anchor Pitch
- Sing nursery rhymes using the first two or three pitches child develops (5, 3, 6)
- Sing songs with melodic patterns that repeat
- Sing songs in which pitches last longer
- Encourage children to create songs to sing

Note: Encourage children to keep steady beat while they are singing.

Steady Beat: Why Do Children Need It?

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Why do children need to develop independence in keeping steady beat? What do daily steady beat activities provide for the child? What is the difference between moving to steady beat and moving to rhythm of the words and syllables? What advantages do "timed" children have that we can observe? Come participate in movement-based active learning experiences and find answers to these questions.

SESSION 5

Warm-up **Danish Masquerade CD4**

Building The Child's Foundation in Steady Beat

Understanding concepts of beat and rhythm (for the adult)

1. Explore own steady beat; 2. match a partner's beat (use visual, verbal, tactile modalities)

In partners:

1. Both step steady microbeat then recite a rhyme ("Peas Porridge Hot")
2. One pats steady microbeat on partner's shoulders and adds the rhyme
3. Both conduct (in 2-beat pattern stressing down) and add the rhyme
4. Both pat steady macrobeat then add the rhyme

Note: Begin the movement before adding the rhyme

Full group: work together with rhyme, song, and recording **Peat Fire Flame RM2**
(step microbeat, conduct in 2-beat, pat macrobeat)
Understand macrobeat* (beat 1 for groups of 2 or 3 microbeats - rocking beat)
Understand microbeat* (each beat in a group of 2 or 3 beats - regular walking beat)

*Dr. Edwin Gordon's terms

Define steady beat and contrast with rhythm

Why is it important to help children respond to movement in steady beat rather than to have them respond with movement to the rhythm of the words?

Build the ***hearing-feeling connection*** in steady beat from infancy
Rock infants while chanting, singing, or listening to recorded or live music
Reinforce a toddler's initiated steady beat movement with single words, rhymes and songs
Reinforce a preschool child's initiated steady beat movement as for a toddler
Tactile reinforcement for toddlers, preschoolers and older children **Alley Cat RM3**

Nonlocomotor Movement: Begin With Macrobeat

Guide children to: (1) pat steady beat macrobeat in their own way;
(2) copy someone else;
(3) listen to a word spoken in steady beat and match that beat;
(4) match the tactile beat

Provide children with **daily experiences** to respond with steady **macrobeat** as they:
Listen: *"Rub-a-Dub Dub"* New Adventures of Mother Goose Bruce Lansky

"Rock-A-Bye Baby" **Movement Plus Rhymes...Recording**
Instrumental recording **La Raspa RM3**

Speak words: Action words (shake, pound), children's names, body part names tap ears (8 times), chin (8 times), chest (8 times) **Mov't Plus Music Zigeunerpolka RM2**

Speak rhymes: small groups speak rhymes they know while keeping macrobeat
"Mary Had a Little Jam" New Adventures of Mother Goose Bruce Lansky
"Two Little Sausages" **Movement in Steady Beat**

Sing songs: small groups sing songs they know and keep macrobeat
"Star Light, Star Bright" New Adventures of Mother Goose Bruce Lansky
"We Can Keep a Steady Beat" **Movement in Steady Beat**

Respond to recordings: **Gaelic Waltz RM1 Doudlebska Polka RM2**
Use of "Co-Oper Bands" (ChimeTime catalog 1-800-477-5075)

Locomotor Movement: Begin With Microbeat

Guide children to: (1) step steady microbeat in their own way;

(2) copy someone else;
(3) listen to a word spoken in steady beat and match that beat

Provide children with **daily experiences** to respond with steady **microbeat** as they:

Listen: *"Little Miss Muffet"* New Adventures of Mother Goose Bruce Lansky
"Who Can?" **FEE: Music, p. 216**

Step beat of the music **Cumberland Square RM3**

Speak words: locomotor words, single words and companion words

Speak rhymes: small groups speak rhymes they know while stepping steady microbeat
"The Train Went Into the Tunnel" **Movement in Steady Beat**
"Sally Go Round the Sun" **Mov't Plus Rhymes...**

Sing songs: small groups sing songs they know while stepping steady microbeat
"Gallop All Around **Movement in Steady Beat**
"We Can Walk Along" **P. Weikart**

Respond to recordings: Parade **Bekendorfer Quadrille RM4**

Why should adults initiate work in macrobeat with nonlocomotor and microbeat with locomotor movement?

Reflection

What steady beat concepts are important to remember when working with the young child?
Why is the ability to feel and keep steady beat important?
How can we provide opportunities to feel, express, and keep steady beat throughout the daily routine?

BASIC TIMING: Observable outcome of the key experience Feeling and Expressing Steady Beat *The ability to **independently feel, express, and keep** the steady beat of rhymes, songs, and recordings in nonlocomotor and locomotor ways.*
FEE: Movement, p. 155-184 FEE: Music, p. 26-34, 83-92

Guidelines for Developing Steady Beat with Young Children

- When children are speaking a rhyme or singing a song:
  (1) begin with steady beat movement
  (2) add the anchor word to bring all to synchronization

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(3) add the rhyme or song

- Use single movements (rock, pat with two hands, step/walk)
- Macrobeat (beat 1 in each group of 2 or 3 microbeats) with upper body and rocking; microbeat (each beat in the group of 2 or three beats) with step/walk
- Use silent movements (spider pats, step/walk softly)
- Rhythm is only spoken, sung, or listened to (movement stays in steady beat)
- Steady beat activities every day (children listening to rhymes, songs, recordings; speaking single words and two word combinations, speaking rhymes and singing songs, having parades to instrumental music.

Strategies for Active Learning: Planning Ideas for Introducing Elementary Key Experiences

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High/Scope Foundation, Ypsilanti, Michigan

I hear and I forget
I see and I remember
I do and I understand
– Chinese proverb

Children in early elementary school learn through their bodies: movement is one of the primary avenues by which they grasp fundamental cognitive and affective concepts. This session will introduce the *Education Through Movement* movement-based active learning approach, an approach that acknowledges the child's body as the primary learning center. Explore elementary key experiences in math, science, and language & literacy through movement-based active learning which, for children, leads to greater understanding and ownership of concepts across all curriculums.

During the elementary school years, children are involved intently in the process of learning to move and moving to learn. *Educating Young Children* states that "movement is a key to understanding and acquiring knowledge." The integration of academic concepts with movement activities provides an effective avenue for reinforcing concepts across all curriculums. Children's basic inability to conceptualize at a sophisticated level makes it difficult for them to learn through formal means of education; therefore, movement becomes one of the primary avenues by which children grasp fundamental cognitive concepts. When introducing concepts in math, science, or language & literacy, teachers should engage children in purposeful movement to support the children's development of the concept. By engaging elementary school children in movement-based active learning, the cognitive link is made and children gain greater understanding and ownership of concepts across all curriculums. In this workshop, participants will experience movement-based active learning experiences for many of the elementary key experiences such as estimating measurements, observing symmetry, and talking about addition and subtraction events.

Movement-based Active Learning Approach

From ***Foundations in Elementary Education: Movement***
(Weikart, P., & Carlton, E., 1996) High/Scope Press, Ypsilanti, MI.
(Available from the High/Scope Press.)

- *Initiation by Teacher and Students*: students are changed from passive receivers of information to active constructors of their own knowledge in which learning is initiated by the student and the teacher.

- *Exploration of Purposeful Movement*: learners try out movement germane to the specific concept. Purposeful movements are planned and discussed, and students are given opportunities to explore and work with movement concepts that lead to true understanding of the curriculum concepts.

- *Choices and Planning by Students*: learners find ways to express the concept through movement and then are encouraged to become the leader when sharing. Students take ownership of the task and its solutions.

- *Language Listened To and Supplied*: throughout a movement activity, there is much verbal interaction. Conversations occur among students and between the teacher and students. Supplying language helps students to transfer learning, and to make associations from existing knowledge to new knowledge.

- *Facilitation and Reflection*: student learning is facilitated by questions which encourage them to reflect on their experiences, draw conclusions from it, and think about other ways they might have proceeded. This reflection also helps the teacher to evaluate the level of student understanding.

- *Support from Teacher and Peers*: a supportive environment is essential if teachers are to help students construct new knowledge and develop new skills by building on their existing capabilities.

Steady Beat and Singing Lab

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Steady beat and singing are fundamental abilities that adults should possess when working with young children or when training adults. With the addition of the movement and music key experiences into the High/Scope curriculum, you will find this steady beat and singing lab most helpful in strengthening your personal skills. This lab is designed for all levels of ability. At the conclusion of this lab, we hope you will:

- Understand and be able to apply your own skills with steady beat to rhymes, songs, and recordings;
- Support children's development and independence with steady beat;
- Develop or improve your own singing voice through the use of the "body scale" and simpler songs; and
- Initiate in-tune singing in the child's vocal range.

A special welcome to those who feel they are seldom successful in these two areas. We dare you to come.

Enhancing Language Through the Use of Movement and Music

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The addition of movement and music activities will enhance each of the other High/Scope key experiences. This workshop will focus on how to support the language key experience. More than just activities, participants will leave with an understanding of why it's so important for young children to have movement and music in their early years and how to easily make sure they do!

Language In Action

The first three High/Scope language key experiences focus on speaking and listening:

- Talking with others about personally meaningful experiences
- Describing objects, events, and relation
- Having fun with language: listening to stories and poems, making up stories & rhymes

The use of language is supported by all the **movement key experiences,** but especially:

- Describing movement
- Acting upon movement directions

The use of language is supported by all the **music key experiences,** but especially:

- Moving to music
- Exploring and identifying sounds

Purposeful Movement + Language =
Cognitive Link. . .which leads to. . .
**** Ownership of Concept ****

Learners retain only 10% of what they hear, but 90% of what they say AND do! — report by Mobile Oil research.

Observable Outcomes:

(Specific to the language, movement & music key experiences above)

Children . . .

- Use own movement and music ideas
- Make decisions about movement and music
- Communicate their ideas and decisions through language

Adults Support and Extend:

- Watch for spontaneous movement
- Imitate children's actions and sounds
- Talk with children about how they're moving
- Supply language about movement and music, as needs
- Encourage children to talk about their experiences
- Build opportunities for language, music, and purposeful movement into the Daily Routine

"Build on children's emerging abilities, awareness, and knowledge of movement concepts, challenging them to figure things out for themselves." — Phyllis S. Weikart

Movement Outcomes:

- Increased comfort
- Increased awareness (body, language, space, time)

Preschoolers are developing:

- Strength
- Balance
- Coordination
- Basic timing
- Language